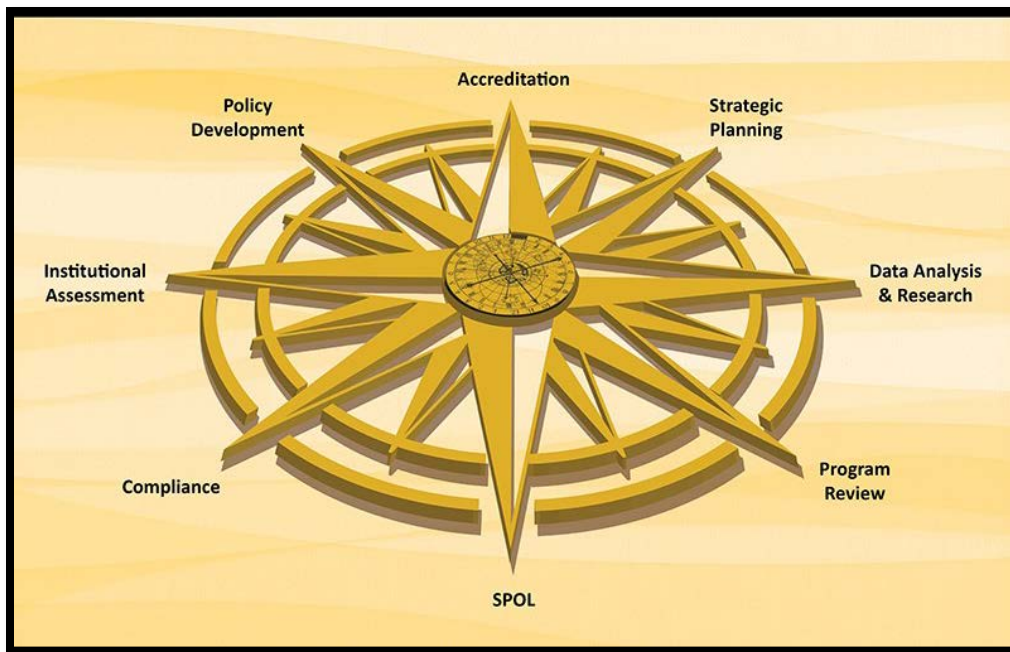


THREE RIVERS COLLEGE

Office of Institutional Effectiveness



Student Learning Outcomes Assessment Reports

2020-2021

Student Learning Outcomes Assessment Reports

Three Rivers College Program Managers create annual student learning outcomes assessment reports regarding the current learning progress of students within their respective programs. These assessment reports are created for reporting overall results for program-specific outcomes determined by the faculty. The program faculty, Department Chairs, the Dean of Academic Instruction, the Office of Institutional Effectiveness, as well as the Student Learning Improvement Committee, review these reports. Feedback is provided for the purpose of improvement.

Programs that submitted reports for the 2020-2021 academic year.

- [Accounting Technology AAS](#)
- [Criminal Justice AAS](#)
- [Early Childhood Development AAS](#)
- [Education AAT](#)
- [Information Technology Specialist AAS](#)
- [Medical Billing and Coding AAS](#)
- [Nursing AAS](#)
- [Office Administration AAS](#)
- [Paramedic AAS](#)
- [Practical Nursing AAS](#)



THREE RIVERS COLLEGE

Accounting Technology AAS

Program Level SLO Report

Jennifer Inman– Program Manager

2020-2021

Program Purpose Statement

The Accounting Technology Program is designed for students planning a career that requires expertise in accounting, information systems, and/or communication. Possible areas of employment include healthcare, banking, manufacturing, merchandising, and public accounting.

Program Outcomes

1. Perform financial accounting and management functions using report format and procedures.
2. Communicate business information effectively within a business environment.
3. Demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.
4. Utilize current income tax resources to prepare personal tax returns.
5. Use technology to solve complex business issues, report, and display these solutions in an appropriate manner.
6. Demonstrate knowledge of accounting as it relates to payroll.

Accounting Technology: Program Outcomes Mapping

Program Outcome 1:

Perform financial accounting and management functions using report format and procedures.

Course	Course Learning Outcome (CLO)
ACCT 211: Principles of Accounting I	Apply GAAP for corporate financial reporting.
	Analyze the elements of internal control.
	Demonstrate accounting procedures for corporate bonds.
	Calculate financial ratios and use them to evaluate business performance.
ACCT 212: Principles of Accounting II	Construct a statement of cash flows using information from the accrual balance sheet and income statement.
	Analyze corporate financial statements.
	Demonstrate job order and process costing procedures and budget preparation.
	Relate the use of accounting information to pricing and capital investment decision making.
ACCT 218: Payroll Accounting	Compute gross earnings.
	Compute the amount of federal income tax withholding.
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.
	Record employees' wages in payroll register by payroll period.
	Prepare employees' earnings record.
	Prepare payroll tax reports.
	Explain payroll deposit requirements.
ACCT 219: Accounting Management Software	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities
	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses.
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll.
	Prepare financial statements and complete financial statement analysis.
	Complete the accounting cycle using QuickBooks and Microsoft Office software.
	Integrate QuickBooks with Microsoft Office applications.
ACCT 225: Intermediate Accounting I	Develop an understanding of service and merchandising computer accounting.
	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis.
	Communicate orally and in writing financial accounting information.
	Demonstrate the recording and processing of more complex transactions and events.
	Manage information accumulation, processing, recording, and reporting steps.
ACCT 227: Financial	Identify, measure, and report an entity's assets and determine related impact upon income determination.
	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser

Analysis & Budgeting	Prepare financial statements for various types of companies	
	Calculate and interpret measures of liquidity, solvency and profitability	
ACCT 258: Cost Accounting	Evaluate the costs of materials, labor and overhead.	
	Apply the costs of production to the process cost system.	
	Prepare a master and flexible budget.	
	Analyze the costs of the business for managerial decisions.	
BLAW 221: Legal and Ethical Environment of Business	Identify the sources of law and the legal system within the United States.	
	Discuss the elements of a contract and the rights and obligations within.	
	Distinguish when the law of contract and the law of sales are to be applied.	
	Explain torts and the type of remedies available for breach of agreements.	
	Explain the elements of intellectual property and maintaining ownership interests.	
	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.	
IST 268: Spreadsheet Applications	Interpret financial data.	
	Design formulas that solve math problems.	
	Show data in a meaningful way using charts, graphs, macros, and pivot tables.	
	Integrate Excel spreadsheets with other software applications and the Internet.	

Program Outcome 2:

Communicate business information effectively within a business environment.

Course	Course Learning Outcome (CLO)	
ACCT 211: Principles of Accounting I	Identify the role of the accounting profession in ethical business decision-making.	
ACCT 212: Principles of Accounting II	Construct a statement of cash flows using information from the accrual balance sheet and income statement.	
	Demonstrate job order and process costing procedures and budget preparation.	
	Relate the use of accounting information to pricing and capital investment decision making.	
ACCT 218: Payroll Accounting	Describe and discuss employment and payroll laws.	
	Compute gross earnings.	
	Compute the amount of federal income tax withholding.	
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.	
	Record employees' wages in payroll register by payroll period.	
	Prepare employees' earnings record.	
	Prepare payroll tax reports.	
	Explain payroll deposit requirements.	
Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities		
ACCT 219: Accounting Management Software	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses.	
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll.	
	Prepare financial statements and complete financial statement analysis.	

	Complete the accounting cycle using QuickBooks and Microsoft Office software.
	Integrate QuickBooks with Microsoft Office applications.
	Develop an understanding of service and merchandising computer accounting.
ACCT 225: Intermediate Accounting I	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis.
	Communicate orally and in writing financial accounting information.
	Demonstrate the recording and processing of more complex transactions and events.
	Manage information accumulation, processing, recording, and reporting steps.
	Identify, measure, and report an entity's assets and determine related impact upon income determination.
ACCT 227: Financial Analysis & Budgeting	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser
	Prepare financial statements for various types of companies
	Calculate and interpret measures of liquidity, solvency and profitability
ACCT 258: Cost Accounting	Apply the costs of production to the process cost system.
	Prepare a master and flexible budget.
	Analyze the costs of the business for managerial decisions.
BLAW 221: Legal and Ethical Environment of Business	Identify the sources of law and the legal system within the United States.
	Discuss the elements of a contract and the rights and obligations within.
	Distinguish when the law of contract and the law of sales are to be applied.
	Explain torts and the type of remedies available for breach of agreements.
	Explain the elements of intellectual property and maintaining ownership interests.
	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.
BUED 203: Business Communication	Demonstrate their abilities to use clear, concise, and grammatically correct language.
	Practice the ability to select, organize, and effectively deliver information in a businesslike manner.
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies.
IST 100: Computer Application	Demonstrate proficiency in using word processing software
	Demonstrate proficiency in using spreadsheet software
	Demonstrate proficiency in using database software
	Demonstrate proficiency in using presentation software
IST 268: Spreadsheet Applications	Design formulas that solve math problems.
	Show data in a meaningful way using charts, graphs, macros, and pivot tables.
	Integrate Excel spreadsheets with other software applications and the Internet.
Program Outcome 3:	
Demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.	
Course	Course Learning Outcome (CLO)

ACCT 211: Principles of Accounting I	Apply GAAP for corporate financial reporting.
	Analyze the elements of internal control.
	Demonstrate accounting procedures for corporate bonds.
	Calculate financial ratios and use them to evaluate business performance.
ACCT 212: Principles of Accounting II	Analyze corporate financial statements.
	Demonstrate job order and process costing procedures and budget preparation.
ACCT 218: Payroll Accounting	Describe and discuss employment and payroll laws.
	Compute gross earnings.
	Compute the amount of federal income tax withholding.
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.
	Record employees' wages in payroll register by payroll period.
	Prepare employees' earnings record.
	Prepare payroll tax reports.
	Explain payroll deposit requirements.
ACCT 219: Accounting Management Software	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities
	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses.
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll.
	Prepare financial statements and complete financial statement analysis.
	Complete the accounting cycle using QuickBooks and Microsoft Office software.
	Integrate QuickBooks with Microsoft Office applications.
ACCT 225: Intermediate Accounting I	Develop an understanding of service and merchandising computer accounting.
	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis.
	Communicate orally and in writing financial accounting information.
	Demonstrate the recording and processing of more complex transactions and events.
	Manage information accumulation, processing, recording, and reporting steps.
ACCT 227: Financial Analysis & Budgeting	Identify, measure, and report an entity's assets and determine related impact upon income determination.
	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser
	Prepare financial statements for various types of companies
ACCT 237: Income Tax Accounting	Calculate and interpret measures of liquidity, solvency and profitability
	Describe the history and theory of federal income taxes in the United States.
	Calculate an individual's tax payment or refund using Form 1040, 1040A
ACCT 258: Cost Accounting	Propose a plan for individual's taxes in future years.
	Evaluate the costs of materials, labor and overhead.
	Apply the costs of production to the process cost system.
	Prepare a master and flexible budget.
	Analyze the costs of the business for managerial decisions.

BLAW 221: Legal and Ethical Environment of Business	Discuss the elements of a contract and the rights and obligations within.
	Distinguish when the law of contract and the law of sales are to be applied.
	Explain torts and the type of remedies available for breach of agreements.
	Explain the elements of intellectual property and maintaining ownership interests.
Program Outcome 4:	
Utilize current income tax resources to prepare personal tax returns.	
Course	Course Learning Outcome (CLO)
ACCT 237: Income Tax Accounting	Describe the history and theory of federal income taxes in the United States.
	Calculate an individual's tax payment or refund using Form 1040, 1040A
	Propose a plan for individual's taxes in future years.
Program Outcome 5:	
Use technology to solve complex business issues, report, and display these solutions in an appropriate manner.	
Course	Course Learning Outcome (CLO)
ACCT 211: Principles of Accounting I	Calculate financial ratios and use them to evaluate business performance.
ACCT 212: Principles of Accounting II	Analyze corporate financial statements.
ACCT 218: Payroll Accounting	Compute gross earnings.
	Compute the amount of federal income tax withholding.
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.
	Record employees' wages in payroll register by payroll period.
	Prepare employees' earnings record.
	Prepare payroll tax reports.
	Explain payroll deposit requirements.
	Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities
Demonstrate proficiency in using a 10-key calculator	
ACCT 219: Accounting Management Software	Develop the skills necessary to complete general ledger computer accounting for service and merchandising businesses.
	Complete exercises involving accounts receivable, accounts payable, inventory and payroll.
	Prepare financial statements and complete financial statement analysis.
	Complete the accounting cycle using QuickBooks and Microsoft Office software.
	Integrate QuickBooks with Microsoft Office applications.
	Develop an understanding of service and merchandising computer accounting.
ACCT 225: Intermediate Accounting I	Identify underlying concepts and basic procedures of a financial accounting information system and financial statement analysis.
	Communicate orally and in writing financial accounting information.
	Demonstrate the recording and processing of more complex transactions and events.
	Manage information accumulation, processing, recording, and reporting steps.

	Identify, measure, and report an entity's assets and determine related impact upon income determination.
ACCT 227: Financial Analysis & Budgeting	Develop an understanding of the budgeting process and complete a master budget for a manufacturer and a merchandiser
	Prepare financial statements for various types of companies
	Calculate and interpret measures of liquidity, solvency and profitability
ACCT 237: Income Tax Accounting	Calculate an individual's tax payment or refund using Form 1040, 1040A
	Propose a plan for individual's taxes in future years.
ACCT 258: Cost Accounting	Prepare a master and flexible budget.
	Analyze the costs of the business for managerial decisions.
BLAW 221: Legal and Ethical Environment of Business	Identify the sources of law and the legal system within the United States.
	Discuss the elements of a contract and the rights and obligations within.
	Distinguish when the law of contract and the law of sales are to be applied.
	Explain torts and the type of remedies available for breach of agreements.
	Explain the elements of intellectual property and maintaining ownership interests.
	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.
BUED 203: Business Communication	Practice the ability to select, organize, and effectively deliver information in a businesslike manner.
	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies.
IST 100: Computer Application	Demonstrate proficiency in using college systems to conduct online learning and research.
	Demonstrate understanding of security options for technology platforms
	Demonstrate proficiency in operating a personal computer
	Demonstrate proficiency in using word processing software
	Demonstrate proficiency in using spreadsheet software
	Demonstrate proficiency in using database software
	Demonstrate proficiency in using presentation software
IST 268: Spreadsheet Applications	Interpret financial data.
	Design formulas that solve math problems.
	Show data in a meaningful way using charts, graphs, macros, and pivot tables.
	Integrate Excel spreadsheets with other software applications and the Internet.

Program Outcome 6:

Demonstrate knowledge of accounting as it relates to payroll.

Course	Course Learning Outcome (CLO)
ACCT 218: Payroll Accounting	Describe and discuss employment and payroll laws.
	Compute gross earnings.
	Compute the amount of federal income tax withholding.
	Calculate FICA taxes, nontax payroll deductions, and unemployment taxes.
	Record employees' wages in payroll register by payroll period.
	Prepare employees' earnings record.
	Prepare payroll tax reports.
	Explain payroll deposit requirements.
Journalize the entries to record the payroll, payroll taxes, and payment of payroll-related liabilities	

Introduction

The program outcomes for the AAS in Accounting Technology reflect what an accounting professional entering the workforce should know and tasks they should be able to complete. The data analyzed came from student work collected during the 2020-2021 academic year. Artifacts used to measure the outcomes came from the following courses: ACCT 211, Principles of Accounting I, ACCT 219 Accounting Management Software, BUED 203 Business Communications, ACCT 218 Payroll Accounting, and ACCT 237 Income Tax Accounting. Various assessment artifacts were used throughout the program such as exams, written projects, and scenario-based projects. The information presented in this report will be used to make improvements to the Accounting Technology program to improve the quality of student learning.

Program Outcomes Rubric

Competency Areas	I	II	III	IV
Perform financial accounting and management functions using report format and procedures.	Fails to perform financial accounting and management functions using report format and procedures.	Performs either financial accounting or management functions, but not both, while attempting to use report format and procedures. Multiple errors are present.	Performs financial accounting and management functions using report format and procedures with minimal errors.	Performs financial accounting and management functions using report format and procedures.
Communicate business information effectively within a business environment.	Fails to communicate business information effectively within a business environment.	Attempts to communicate business information but fails to do so appropriately within the standards of the business environment.	Communicates business information within the business environment with minimal errors	Communicates business information effectively within a business environment.
Demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.	Fails to demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.	Demonstrates knowledge of accounting systems for either a service, merchandising or manufacturing company, but not all three, attempting to act as a sole proprietorship, partnership, or enterprise. Multiple errors are present.	Demonstrates knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises with minimal errors.	Demonstrates knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.
Utilize current income tax resources to prepare personal tax returns.	Fails to utilize current income tax resources to prepare personal tax returns.	Prepares personal tax returns but does not utilize current resources to prepare them. Multiple errors are present.	Uses current income tax resources to prepare returns but they are prepared with minimal errors.	Utilizes current income tax resources to prepare personal tax returns.
Use technology to solve complex business issues, report, and display these solutions in an appropriate manner.	Fails to use technology to solve complex business issues, report, and display these solutions in an appropriate manner.	Uses technology to solve complex business issues but does not report or display these solutions in an appropriate manner.	Uses technology to solve complex business issues and reports or displays these solutions in an appropriate manner with minimal errors.	Uses technology to solve complex business issues, report, and display these solutions in an appropriate manner.
Demonstrate knowledge of accounting as it relates to payroll.	Fails to demonstrate knowledge of accounting as it relates to payroll.	Demonstrates knowledge of accounting as it relates to payroll with multiple errors present.	Demonstrates knowledge of accounting as it relates to payroll with minor errors which does not detract from this demonstration of knowledge.	Demonstrates knowledge of accounting as it relates to payroll.

Program Outcome #1

Perform financial accounting and management functions using report format and procedures.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 211	Principles of Accounting I	7	138	Sections: 2 Students: 40	Sections: 5 Students: 98	Sections: 0 Students: 0	FT: 1 PT: 1	Yes

Course being reported: ACCT 211 Principles of Accounting I

	I	II	III	IV	Total # of Students Assessed
Perform financial accounting and management functions using report format and procedures.	Fails to perform financial accounting and management functions using report format and procedures.	Performs either financial accounting or management functions, but not both, while attempting to use report format and procedures. Multiple errors are present.	Performs financial accounting and management functions using report format and procedures with minimal errors.	Performs financial accounting and management functions using report format and procedures.	
Student Totals	8	13	50	67	138

Description of Assignment:

Unit 3 exam is used to assess program outcome number one. This exam requires students to use skills learned the entire semester to complete financial accounting questions and problems. Students are also asked to interpret the results from these problems to use in management functions of a business. All problems require formatting and proper procedures to complete the work.

Assessment Result:

Students are required to perform financial accounting and management functions using report format and procedures. Of the 138 students enrolled in ACCT 211, Principles of Accounting I, 67 students (forty-nine percent) scored in competency area IV while another 50 students (thirty-six percent) scored in competency area III. Thirteen students (nine percent) scored in category II and the final 8 students (six percent) scored in category I.

Analysis:

During the 2020-2021 academic year, 85% of Principles of Accounting I students have performed financial accounting and management function using report format and procedures with either no or minimal errors. Students are retaining the accounting knowledge taught throughout the semester and applying that knowledge to complete questions and problems on this exam. The remaining 15% of students performed financial accounting with multiple errors or failed to perform procedures correctly. It is noted that the students that did poorly on this assignment did not spend an adequate amount of time on the exam.

Use of Results for Improvement:

Most students are successfully completing the required assignment displaying that they have retained knowledge presented during this course. This assignment will continue to be monitored going forward to determine ways to continue to improve student learning throughout the course. Since students that performed poorly did not spend adequate time on the assignment, students will be instructed to manage their time well and to allow two hours in their schedule to complete the assignment. It will

also be imbedded in the instructions for the exam for students to plan to spend two hours taking the exam. Students that performed well spent significantly more time than those that didn't.

Program Outcome #2

Communicate business information effectively within a business environment.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
BUED 203	Business Communication	1	19	Sections: 0 Students: 0	Sections: 1 Students: 19	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: BUED 203 Business Communication

	I	II	III	IV	Total # of Students Assessed
Communicate business information effectively within a business environment	Fails to communicate business information effectively within a business environment.	Attempts to communicate business information but fails to do so appropriately within the standards of the business environment.	Communicates business information within the business environment with minimal errors	Communicates business information effectively within a business environment.	
Student Totals	2	5	6	5	18

Description of Assignment:

A business report assignment is used to assess this outcome in BUED 203. Students were given the rubric and specific instructions to create a business report. Students are understanding the assignment and understanding how important writing skills are.

Assessment Result:

For the Communication Program Outcome number 2, 28 percent of the students scored in Category IV, 33 percent of the students scored in Category III, 28 percent of the students scored in Category II, and 11 percent of the students scored in Category I.

Analysis:

This year 61 percent of the students scored in Category III and Category IV. Students are learning written communication skills and are able to effectively apply their knowledge. However, 39 percent of the students scored in Category I and II.

Use of Results for Improvement:

Sixty-one percent of the students scored in Category III and Category IV, and 39 percent of the students scored in Category I and Category II. Because of the 39 percent scoring in Category I and II, more emphasis will be given on demonstrating skills in composing, formatting, and writing professional business and office administration correspondence, which includes e-mail messages, memos, letters, informal reports, well-researched proposals, and formal reports. The instructor will investigate adding more composing, formatting, and writing professional business and office administration correspondence assignments. Research shows that employers look for employees with very good written communication skills.

Source: Office Administration AAS Program Level SLO Report

Program Outcome #3

Demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 219	Accounting Management Software	1	20	Sections: 1 Students: 20	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 1	Yes

Course being reported: ACCT 219 Accounting Management Software

	I	II	III	IV	Total # of Students Assessed
Demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.	Fails to demonstrate knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.	Demonstrates knowledge of accounting systems for either a service, merchandising or manufacturing company, but not all three, attempting to act as a sole proprietorship, partnership, or enterprise. Multiple errors are present.	Demonstrates knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises with minimal errors.	Demonstrates knowledge of accounting systems for service, merchandising, and manufacturing companies operating as sole proprietorships, partnerships, or enterprises.	
Student Totals	1	4	1	14	20

Description of Assignment:

Students are required to start a company in QuickBooks accounting software based on information provided in the text. After creating a new company, the student is required to complete business transactions in QuickBooks beginning with funding the new business

operation, processing customer and vendor transactions, and creating financial statements to report profit and loss and cash flows.

Assessment Result:

During the 2020-2021 academic year, the assignment results indicated that 70 percent of students scored in category IV while 5 percent scored in category III. 20 percent scored in category II while the remaining 5 percent scored in category one.

Analysis:

Seventy-five percent of students scored in categories III and IV meaning that they completed the assignment with minimal errors showing they have an understanding of the functionality of accounting software and understand how to use the software to perform business transactions and produce reports for a business.

Use of Results for Improvement:

Students are successfully completing this assignment and demonstrating the knowledge of this outcome. This assignment will continue in the future academic years and will continue to be assessed. Twenty-five percent of students scoring in categories I and II did not spend adequate time on the assignment to complete it successfully. In the future time management will be discussed at the beginning of the assignment to motivate students to devote appropriate time to the assignment. Along with the time management discussion, open Zoom tutoring will be available for students to join and ask questions and receive feedback from the instructor.

Program Outcome #4

Utilize current income tax resources to prepare personal tax returns.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 237	Income Tax Accounting	1	10	Sections: 0 Students: 0	Sections: 1 Students: 10	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: ACCT 237 Income Tax Accounting

	I	II	III	IV	Total # of Students Assessed
Utilize current income tax resources to prepare personal tax returns.	Fails to utilize current income tax resources to prepare personal tax returns.	Prepares personal tax returns but does not utilize current resources to prepare them. Multiple errors are present.	Uses current income tax resources to prepare returns but they are prepared with minimal errors.	Utilizes current income tax resources to prepare personal tax returns.	
Student Totals	7	1	1	1	10

Description of Assignment:

Students are asked to complete a personal tax returns with different family scenarios along with multiple schedules and worksheets. These problems give students practice in creating returns with only basic information that would be provided by a taxpayer. Students must apply knowledge from all materials presented in the semester to complete the returns with no or minimal errors.

Assessment Result:

In this assignment students are required to prepare personal tax returns with minimal errors to successfully complete this assignment. During the 2020-2021 academic year 70 percent of students scored in category I. In categories II, III, and IV, ten percent of students scored in each category.

Analysis:

The majority of students did not understand how to prepare personal tax returns and did not complete the assignment successfully. This was due to homework assigned during the course not being robust enough to prepare students to complete these assignments. Student homework is critical to ensure students practice concepts introduced during the course to ensure comprehension of these concepts.

Use of Results for Improvement:

The homework completed throughout the semester was reviewed and it was determined that the homework assignments were not robust enough for students to learn the concepts presented throughout the semester. Students retaining these concepts is critical to successfully complete the assignment. This course was re-designed with more robust assignments and went through the internal peer review Quality Matter process. The course is being taught Fall 2021 with these more robust assignments and the same assignment as used in the Fall 2020 semester. Results will be evaluated to determine if this improvement assisted students in becoming more successful to meet this outcome.

Program Outcome #5

Use technology to solve complex business issues, report, and display these solutions in an appropriate manner.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 219	Accounting Management Software	1	20	Sections: 1 Students: 1	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ACCT 219 Accounting Management Software

	I	II	III	IV	Total # of Students Assessed
Use technology to solve complex business issues, report, and display these solutions in an appropriate manner.	Fails to use technology to solve complex business issues, report, and display these solutions in an appropriate manner.	Uses technology to solve complex business issues but does not report or display these solutions in an appropriate manner.	Uses technology to solve complex business issues and reports or displays these solutions in an appropriate manner with minimal errors.	Uses technology to solve complex business issues, report, and display these solutions in an appropriate manner.	
Student Totals	1	4	1	14	20

Description of Assignment:

Students are required to start a company in QuickBooks accounting software based on information provided in the text. After creating a new company, the student is required to complete business transactions in QuickBooks beginning with funding the new business operation, processing customer and vendor transactions, and creating financial statements to report profit and loss and cash flows.

Assessment Result:

During the 2020-2021 academic year, 70 percent of students scored in category IV while 5 percent scored in category III. 20 percent scored in category II while the remaining 5 percent scored in category one.

Analysis:

Seventy percent of students can successfully use technology to solve complex business issues, report and display these solutions in appropriate manner. The remaining thirty percent of students showed significant errors in their technological skill or appropriately displaying the report.

Use of Results for Improvement:

Seventy percent of students are successfully completing this assignment and demonstrating the knowledge of this outcome. Thirty percent are not successfully completing this assignment. Emphasis will be placed during the course on students learning to report results in an appropriate manner and to work to ensure they are better prepared to solve complex business issues and display reports in an appropriate manner. This will be done through assignments during the semester that require students to produce financial reports while learning how to input data that are used to create the reports. Financial statement reports are completed and analyzed in the company creation project. In the future, students will be required to answer questions about these reports and submit the reports created to assess if they are reporting in the appropriate manner and using analysis of the reports to solve business issues. This assignment will continue in the future academic years and will continue to be assessed and tracked to determine if the intervention was successful.

Program Outcome #6

Demonstrate knowledge of accounting as it relates to payroll.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 218	Payroll Accounting	1	7	Sections: 1 Students: 7	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: ACCT 218 Payroll Accounting

	I	II	III	IV	Total # of Students Assessed
Demonstrate knowledge of accounting as it relates to payroll	Fails to demonstrate knowledge of accounting as it relates to payroll.	Demonstrates knowledge of accounting as it relates to payroll with multiple errors present.	Demonstrates knowledge of accounting as it relates to payroll with minor errors which does not detract from this demonstration of knowledge.	Demonstrates knowledge of accounting as it relates to payroll.	
Student Totals	1	0	0	6	7

Description of Assignment:

Students are asked to complete a payroll project assignment. This assignment requires students to calculate wages, payroll taxes, garnishments and net pay. They are then required to post the payments to appropriate employee earnings records, accounting journal, and general ledger account. Students must also calculate employer payroll taxes and post to the journal and ledger. Students complete the transactions for a calendar quarter and then complete quarterly payroll reports that report all employer taxes withheld and paid during the quarter.

Assessment Result:

Students are able to successfully demonstrate payroll knowledge as it relates to accounting through this assignment, 85% of students scored in criteria IV which shows that they are demonstrating knowledge with little to no errors in the assignment. One student completed the assignment with a multitude of errors.

Analysis:

During the 2020-2021 academic year students met the expectations of this assignment and completed it with very few errors. The assignment is a project that requires students to apply knowledge learned during the semester and students have successfully retained and applied the knowledge to complete this assignment.

Use of Results for Improvement:

Most students are successfully completing the required assignment displaying that they have retained knowledge presented during this course. This assignment will continue to be monitored going forward to determine ways to continue to improve student learning throughout the course.

Student Learning Outcomes (SLO)

Report Addendum

1. Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) results in the above report.

Quality Matters redesign of the following courses occurred in 2020-21: ACCT 211 and ACCT 212

- Results: Faculty member completing the redesign of these courses was new to her role, thus she worked extensively with a Distance Learning Specialist through the redesign process to ensure all Quality Matters standards were met. As a result of this collaboration, when the courses were reviewed all standards were met.

Positive feedback thus far from students who find the courses easier to navigate information and are able to focus on the material.

Curriculum Changes for FY 21

- ACCT 226: Intermediate Accounting II- Request course fee. Currently students are charged two weeks after classes begin for e-text and courseware. Requesting course fee to allow students to know total cost when registering for the course.
- ACCT 225- Intermediate Accounting I- Request course fee. Currently students are charged two weeks after classes begin for e-text and courseware. Requesting course fee to allow students to know total cost when registering for the course.
- ACCT 218: Payroll Accounting- Update textbook to current edition. This edition update is needed to have course materials that reflect the proper way to calculate withholding.
- ACCT 237: Income Tax Accounting- Update textbook to current edition.
- ACCT 216- Deactivation of course. ACCT 211 has the same learning outcomes with the exception of one outcome. It uses same textbook. Most programs allowed ACCT 211 or ACCT 216 resulting in low enrollment in ACCT 216. ACCT 211 will be taught to meet all program requirements. All affected program grids have been updated to reflect change.
- ACCT 225- Intermediate Accounting I- Add online modality
- ACCT 296- Certified Bookkeeper Review- Course deactivation. This course has had low enrollment during the years that it was taught. Certification test cannot be offered on campus and students are not seeking the certification. Advisory committee does not recognize this certification as having value in the field of accounting.
- ACCT 226- Intermediate Accounting II- Deactivation of course. Course covers high level accounting topics that are tested on the CPA exam. Students should receive 300 level

credit for these topics to allow them to count the credit towards CPA licensure requirements. Course is taught at 300 level with university partners.

- Accounting Technology program revision- updated grid to reflect deactivation of ACCT 226, Intermediate Accounting II and ACCT 296, Certified Bookkeeper Review. Requirement for BUAD 120 Introduction to Business, or BUAD 221 Fundamentals of Management, or IST 126 Word Processing Applications, or IST 269 Database Applications changed to BUAD 120 or BUAD 221 and IST 126 or IST 269
- ACCT 219- Accounting Management Software- Change prerequisite. Remove ACCT 216, course deactivated.
- Accounting One Year Certificate revision- updated grid to reflect deactivation of ACCT 226 and ACCT 296.
- ACCT 227- Financial Analysis and Budgeting. Change prerequisite. Remove ACCT 216, course deactivated.
- ACCT 227- Change prerequisite to ACCT 211, Principles of Accounting I and IST 100, Computer Applications both courses with a minimum letter grade of C. Previous prerequisite was ACCT 212, Principles of Accounting I and IST 100. Due to deactivation of ACCT 216, Business Accounting and programs this course is an option in, ACCT 211 is only required. Course learning outcomes can successfully be met with base knowledge of Principles of Accounting I.

2. Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed in above section. (Outputs data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.)

Numerous curriculum changes were completed during 2020-2021 academic year. Course fee changes were made to ensure students were billed properly for the course using established college procedures. Adding online modality to courses that were not already offered in that modality was completed to allow the AAS Accounting Technology to be offered as a 100% online program. Income Tax Accounting and Payroll Accounting textbooks were updated to current versions to ensure material was current and relevant to the accounting industry. Courses that were not relevant to the current needs of the community we serve were deactivated. Course offerings in business management and either word processing or database applications are now required instead of being optional components of the program.



THREE RIVERS COLLEGE

Criminal Justice AAS

Program Level SLO Report

Shawn Westbrooks – Program Manager

2020-2021

Program Purpose Statement

The Associate of Science Degree in Administration of Justice is designed for students who plan to transfer to a four-year college or university to major in Law Enforcement or Criminal Justice.

The Associate of Applied Science Criminal Justice option and Law Enforcement option programs prepare individuals for a career in law enforcement and police work. In addition to courses concerned primarily with the activities of police on the operational level, the curriculum includes the legal, social, and philosophical basis for law enforcement. This program is applicable to both the pre-service student and the in-service officer.

Program Outcomes

1. Differentiate Constitutional Amendments.
2. Recognize the impact that significant Supreme Court rulings have on law enforcement.
3. Identify a violation of Missouri law based on a description of an action.
4. Identify legal terminology and procedures used within the criminal justice system.
5. Distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2020-21 academic year.

Criminal Justice: Program Outcomes Mapping

Program Outcome 1: Differentiate Constitutional Amendments.	
Course	Course Learning Outcome (CLO)
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU-102: Introduction to Criminal Justice	Review the foundations of the criminal justice system (CLO 1)
	Examine the role and function of police (CLO 2)
	Identify the structure and purpose of the court system (CLO 3)
	Recognize the functions of jails, prisons, and community supervision (CLO 4)
	Identify crime prevention techniques and theories (CLO 5)
ADJU 114: Constitutional Law	Describe the basic legal principles of the U.S. Constitution (CLO 1)
	Explain the impact of the U.S. Constitution on laws (CLO 2)
	Review Supreme Court decisions impacting criminal procedures (CLO 3)
	Examine the limitations placed on law enforcement by the U.S. Constitution (CLO 4)

Program Outcome 2: Recognize the impact that significant Supreme Court rulings have on law enforcement.	
Course	Course Learning Outcome (CLO)
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU-102: Introduction to Criminal Justice	Review the foundations of the criminal justice system (CLO 1)
	Examine the role and function of police (CLO 2)
	Identify the structure and purpose of the court system (CLO 3)
	Recognize the functions of jails, prisons, and community supervision (CLO 4)
	Identify crime prevention techniques and theories (CLO 5)
ADJU 114: Constitutional Law	Describe the basic legal principles of the U.S. Constitution (CLO 1)
	Explain the impact of the U.S. Constitution on laws (CLO 2)
	Review Supreme Court decisions impacting criminal procedures (CLO 3)
	Examine the limitations placed on law enforcement by the U.S. Constitution (CLO 4)

**Program Outcome 3:
Identify a violation of Missouri law based on a description of an action.**

Course	Course Learning Outcome
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU-102: Introduction to Criminal Justice	Review the foundations of the criminal justice system (CLO 1)
	Examine the role and function of police (CLO 2)
	Identify the structure and purpose of the court system (CLO 3)
	Recognize the functions of jails, prisons, and community supervision (CLO 4)
	Identify crime prevention techniques and theories (CLO 5)
ADJU 113: Criminal Law	Describe the basic legal principles of criminal law (CLO 1)
	Explain the impact of the U.S. Constitution on laws (CLO 2)
	Review the model penal code and Missouri criminal statutes (CLO 3)
	Differentiate criminal offenses based on legal classifications (CLO 4)
	Examine the elements and characteristics of various crimes (CLO 5)
ADJU 233: Criminal Investigations	Identify the application of procedures discussed in previous courses (CLO 1)
	Employ techniques acquired while completing the criminal justice program (CLO 2)
	Analyze the day-to-day operations of the agency (CLO 3)
	Apply learned knowledge to actual situations (CLO 4)
	Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6. (CLO 6)
	Manage Cisco IOS® Software licensing and configuration files. (CLO 7)

**Program Outcome 4:
Identify legal terminology and procedures used within the criminal justice system.**

Course	Course Learning Outcome (CLO)
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU-102: Introduction to Criminal Justice	Review the foundations of the criminal justice system (CLO 1)
	Examine the role and function of police (CLO 2)
	Identify the structure and purpose of the court system (CLO 3)
	Recognize the functions of jails, prisons, and community supervision (CLO 4)
	Identify crime prevention techniques and theories (CLO 5)
ADJU 213: Court Procedures	Explain the structure and organization of the court system (CLO 1)
	Describe the hierarchy of the courts (CLO 2)
	Identify each step of the trial process (CLO 3)
	Review landmark court decisions related to criminal procedures (CLO 4)

**Program Outcome 5:
Distinguish philosophical eras, sociological theories, and significant
historic events impacting law enforcement.**

Course	Course Learning Outcome (CLO)
ADJU 100: Introduction to Law Enforcement	Describe the early history and development of law enforcement agencies (CLO 1)
	Identify the role and functions of various agencies (CLO 2)
	Recognize the basic tasks and styles of policing (CLO 3)
	Outline the basic legal restrictions on law enforcement (CLO 4)
	Describe the fundamental principles of social control (CLO 5)
ADJU-102: Introduction to Criminal Justice	Review the foundations of the criminal justice system (CLO 1)
	Examine the role and function of police (CLO 2)
	Identify the structure and purpose of the court system (CLO 3)
	Recognize the functions of jails, prisons, and community supervision (CLO 4)
ADJU 223: Community Policing and Homeland Security	Identify crime prevention techniques and theories (CLO 5)
	Describe each era of policing history (CLO 1)
	Identify various policing strategies used in the United States over the past 150 years (CLO 2)
	Discuss the concepts of Strategic, Neighborhood and Problem-Oriented Policing (CLO 3)
	Describe strategies used in implementing Community Policing (CLO 4)
	Identify the events which led to the Homeland Security Act of 2002 (CLO 5)
Explain the strategies, operations and tactics of Homeland Security (CLO 6)	

Introduction

To assess student learning within the Criminal Justice AAS program, ADJU-100 Introduction to Law Enforcement and ADJU-102 Introduction to Criminal Justice are used as introductory assessment points as a student begins their degree. The program learning outcomes resulting from the ADJU-100 and ADJU-102 courses represent a novice-level knowledge of the students. The same assessment tool was used for ADJU-100 and ADJU-102. All five learning outcomes are assessed at this point. The learning outcomes are also assessed at specific points in the program which have been scaffolded in the curriculum and aligned to the programmatic outcomes. For example, Program Learning Outcome #3 evaluates a student's knowledge of Missouri law. The students' data results of outcome #3 from the introductory level ADJU-100 or ADJU-102 are compared to the assessment results from ADJU-113 Criminal Law, a course that extensively covers the area of study. The goal is to demonstrate student knowledge of each learning outcome after completing the higher-level course as they progress through the Criminal Justice AAS program. This report provides the results for the 2020-21 academic year.

Program Outcome #1

Differentiate Constitutional Amendments

Verified by the following student assignment tool:

- 60 question exam given each semester to all students (12 questions per outcome) in the entry-level ADJU-100 and ADJU-102 courses. Results of first semester students will be compared to the results of students completing the final semester of the program at which time the student will have complete a 24-question exam assessing the specific outcome following the completion of the higher-level course specific to each program outcome.

ADJU-100/ADJU-102 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

I	II	III	IV
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU-114 Scoring Rubric

I	II	III	IV
0–6 items correct	7–12 items correct	13 –18 items correct	19– 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Intro to Law Enforcement	2	22	Sections 0 Students 0	Sections 2 Students 22	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-102	Intro to Criminal Justice	1	20	Sections 0 Students 0	Sections 1 Students 20	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-114	Constitutional Law	1	12	Sections 1 Students 12	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT:0	Yes

ADJU 100 Total	I	II	III	IV	# of Students
	0	2	0	20	22

ADJU-102 Total	I	II	III	IV	# of Students
	0	0	4	15	20

ADJU 114 Total	I	II	III	IV	# of Students
	0	0	1	11	12

Assessment Result

Program Outcome #1: Differentiate Constitutional Amendments

The following table compares the scores of ADJU-100/102 students to ADJU-114 students for SLO #1:

Timeframe	ADJU-100 Average Score	ADJU-102 Average Score	ADJU-114 Average Score	Percentage of Increase
2020-2021	93.1%	83.7%	91.6%	-1.7% / 8.7%
2019-2020	97.9%	85.0%	90.7%	-7.3% / 3.1%
2018-2019	81.7%	N/A	91.4%	11.7%
2017-2018	81.7%	N/A	79.4%	- 2.9%
2016-2017	84.6%	N/A	90.4%	6.5%
2015-2016	79.3%	N/A	93.2%	15.0%

Program Outcome # 1 assesses the student’s ability to differentiate Constitutional amendments.

Based on the findings of the past six reporting years, students are demonstrating significant knowledge of Constitutional amendments. In the past two years, there has been an increased focus on Constitutional amendments in the ADJU-100 and ADJU-102 courses. These findings suggest this increased focus has improved student learning at the entry level of the program.

Analysis

Program Outcome # 1 assesses the student's ability to differentiate Constitutional amendments. Based on the findings of the past six reporting years, students are demonstrating significant knowledge of Constitutional amendments. In the past two years, there has been an increased focus on Constitutional amendments in the ADJU-100 and ADJU-102 courses. These findings suggest this increased focus has improved student learning at the entry level of the program.

Use of Results for Improvement

The increased focus on Constitutional amendments in all courses will continue based on the improvements reflected during this reporting year.

Program Outcome #2

Recognize the impact that significant Supreme Court rulings have on law enforcement.

ADJU-100 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

I	II	III	IV
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU 114 Scoring Rubric

I	II	III	IV
0– 6 items correct	7– 12 items correct	13–18 items correct	19– 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Introduction to Law Enforcement	2	22	Sections 0 Students 0	Sections 2 Students 22	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-102	Introduction to Criminal Justice	1	20	Sections 0 Students 0	Sections 1 Students 20	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-114	Constitutional Law	1	12	Sections 1 Students 12	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	Yes

ADJU 100 Total	I	II	III	IV	# of Students
	3	3	7	9	22

ADJU-102 Total	I	II	III	IV	# of Students
	0	4	4	12	20

ADJU 114 Total	I	II	III	IV	# of Students
	0	0	0	12	12

Assessment Result

Program Outcome #2: Recognize the impact that significant Supreme Court rulings have on law enforcement.

The following table compares the scores of ADJU-100/102 students to ADJU-114 students for SLO #2:

Timeframe	ADJU-100 Average Score	ADJU-102 Average Score	ADJU-114 Average Score	Percentage of Increase
2020-2021	88.2%	73.7%	94.0%	6.2% / 21.6%
2019-2020	66.6%	89.9%	90.1%	26.1% / 0.3%
2018-2019	71.4%	N/A	94.3%	24.3%
2017-2018	76.6%	N/A	86.3%	11.3%
2016-2017	73.2%	N/A	85.2%	14.1%
2015-2016	81.2%	N/A	92.5%	12.3%

Program Outcome #2 assesses the student's ability to recognize the impact that significant Supreme Court rulings have on law enforcement. As the table above shows, there has consistently been a positive change from the ADJU-100/102 entry level scores compared to the higher level ADJU-114 scores. Each year for the past six reporting years has demonstrated an increase from the entry level course to the higher-level course. The increase for the current reporting year was 6.2% for ADJU-100 and 21.6% for ADJU-102.

Analysis

During the past two years, I have focused more on learning outcomes during lectures. The increased emphasis on significant Supreme Court rulings in all courses has resulted in an increase for this learning outcome for students in the ADJU-100/102 courses. ADJU-102 was offered for the first time during the fall 2019 semester and was designed with an increased focus on learning outcomes. More time is spent during the course focusing on court cases. Actions taken as a result of previous data has proven to have a positive impact on student learning as reflected in the ADJU-100/102 scores for this reporting year.

Use of Results for Improvement

The increased focus and time reviewing on Supreme Court rulings in all courses will continue based on the improvements reflected during this reporting year.

Program Outcome #3

Identify a violation of Missouri law based on a description of an action.

ADJU-100/102 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

I	II	III	IV
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU-113 and ADJU-233 Scoring Rubric

I	II	III	IV
0 – 6 items correct	7 – 12 items correct	13 – 18 items correct	19 – 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Introduction to Law Enforcement	2	22	Sections 0 Students 0	Sections 2 Students 22	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-102	Introduction to Criminal Justice	1	20	Sections 0 Students 0	Sections 1 Students 20	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-113	Criminal Law	1	9	Sections 0 Students 0	Sections 1 Students 9	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-233	Criminal Investigations	1	15	Sections 1 Students 15	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	Yes

ADJU 100 Total	I	II	III	IV	# of Students
	7	7	8	0	22

ADJU 102 Total	I	II	III	IV	# of Students
	0	10	8	2	20

ADJU 113 Total	I	II	III	IV	# of Students
	0	0	5	4	9

ADJU 233 Total	I	II	III	IV	# of Students
	0	2	4	9	15

Assessment Result

Program Outcome #3: Identify a violation of Missouri law based on a description of an action.

The following table compares scores of ADJU-100/102 students to ADJU-113 and ADJU-233 students for SLO #3:

Timeframe	ADJU-100 Average Score	ADJU-102 Average Score	ADJU-113 Average Score	Percentage of Increase	ADJU-233 Average Score	Percentage of Increase
2020-2021	42.7%	55.0%	74.6%	42.8% / 26.3%	71.7%	40.5% / 23.3%
2019-2020	64.5%	53.5%	72.9%	11.6% / 26.7%	N/A	N/A
2018-2019	50.4%		73.8%	31.8%	85.3%	41.0%
2017-2018	51.7%		87.0%	40.6%	88.5%	43.6%
2016-2017	50.4%		74.27%	32.2%	77.7%	35.2%
2015-2016	44.1%		80.3%	45.0%	78.5%	43.9%

Learning Outcome # 3 assesses the student’s ability to identify a violation of Missouri law based on a description of an action. It is expected that students will have very little knowledge of specific criminal statutes and elements of crimes upon entering the program. It is the most difficult student learning outcome, and the goal is to increase this knowledge through multiple courses within the program.

Analysis

Learning Outcome# 3 assesses the student's ability to identify a violation of Missouri law based on a description of an action. During the previous six years, this learning outcome has consistently seen a dramatic improvement by students who have completed a higher-level course. It is expected that students will have very little knowledge of specific criminal statutes and elements of crimes upon entering the program. It is the most difficult learning outcome. The goal is to significantly increase this knowledge through multiple courses. During the previous four reporting years, this learning outcome has consistently seen a dramatic increase by students who have completed higher level courses.

Use of Results for Improvement

The increased focus on learning outcomes which were designed into ADJU-100 and ADJU-102 will continue based on the positive results at the entry level.

Examples of increased focus on learning outcomes:

- Use of discussion boards in web courses. Students are assigned discussion topics related to learning outcomes.
- Use of classroom discussions related to learning outcomes. Students are encouraged to apply concepts within the learning outcomes during the discussions.
- Focus on learning outcomes in all assignments during course redesign. Quizzes and exams created include more items related to learning outcomes.
- As a result of course redesign, students are more aware of expectations in each course including learning outcomes.

Program Outcome #4

Identify legal terminology and procedures used within the criminal justice system.

ADJU-100 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

I	II	III	IV
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU-213 and ADJU-104 Scoring Rubric

I	II	III	IV
0 – 6 items correct	7 – 12 items correct	13 – 18 items correct	19 – 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Introduction to Law Enforcement	2	22	Sections 0 Students 0	Sections 2 Students 22	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-102	Introduction to Criminal Justice	1	20	Sections 0 Students 0	Sections 1 Students 20	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-104	Introduction to Criminal Courts	1	14	Sections 0 Students 0	Sections 1 Students 14	Sections 0 Students 0	FT: 0 PT: 0	N/A

ADJU 100 Total	I	II	III	IV	# of Students
	0	1	5	16	22

ADJU 102 Total	I	II	III	IV	# of Students
	0	0	5	15	20

ADJU 104 Total	I	II	III	IV	# of Students
	0	1	3	10	14

Assessment Result

Program Outcome #4: Identify legal terminology and procedures used within the criminal justice system.

The following table compares the scores of ADJU-100/102 students to ADJU-213/ADJU-104 students for SLO #4:

Timeframe	ADJU-100 Average Score	ADJU-102 Average Score	ADJU-213 / ADJU-104* Average Score	Percentage of Increase
2020-2021	81.3%	85.4%	88.0%	7.7% / 3.0%
2019-2020	85.3%	93.4	N/A	N/A
2018-2019	72.8%		95.8%*	24.1%
2017-2018	73.3%		89.2%	17.9%
2016-2017	72.7%		93.2%	22.0%
2015-2016	79.4%		97.5%	18.6%

*NOTE: ADJU 213 was replaced with ADJU 104 during the 18-19 academic year.

Analysis

Students enter the program with a moderate amount of knowledge in this area depending on their particular background. There has consistently been an increased level of learning demonstrated by student who have taken a higher-level course.

Use of Results for Improvement

The increased focus on learning outcomes which were designed into ADJU-100 and ADJU-102 will continue based on the positive results at the entry level.

Examples of increased focus on learning outcomes:

- Use of discussion boards in web courses. Students are assigned discussion topics related to learning outcomes.
- Use of classroom discussions related to learning outcomes. Students are encouraged to apply concepts within the learning outcomes during the discussions.
- Focus on learning outcomes in all assignments during course redesign. Quizzes and exams created include more items related to learning outcomes.
- As a result of course redesign, students are more aware of expectations in each course including learning outcomes.

Program Outcome #5

Distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement.

ADJU-100/102 Scoring Rubric

Each of the five outcomes of this assessment are scored separately

I	II	III	IV
0 – 3 items correct	4 – 6 items correct	7 – 9 items correct	10 – 12 items correct

ADJU-223 and ADJU-243 Scoring Rubric

I	II	III	IV
0 – 6 items correct	7 – 12 items correct	13 – 18 items correct	19 – 24 items correct

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ADJU-100	Introduction to Law Enforcement	2	22	Sections 0 Students 0	Sections 2 Students 22	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-102	Introduction to Criminal Justice	1	20	Sections 0 Students 0	Sections 1 Students 20	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-223	Community Policing and Homeland Security	1	9	Sections 1 Students 9	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	Yes
ADJU-243	Police Administration	1	15	Sections 0 Students 0	Sections 1 Students 15	Sections 0 Students 0	FT: 1 PT: 0	N/A

ADJU 100 Total	I	II	III	IV	# of Students
	0	6	10	6	22

ADJU 102 Total	I	II	III	IV	# of Students
	0	6	6	8	20

ADJU 223 Total	I	II	III	IV	# of Students
	0	0	2	7	9

ADJU 243 Total	I	II	III	IV	# of Students
	0	1	7	7	15

Assessment Result

Program Outcome #5: Distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement.

The following table compares the scores of ADJU-100/102 students to ADJU-223 students for SLO

#5:

Timeframe	ADJU-100 Average Score	ADJU-102 Average Score	ADJU-223 Average Score	Percentage of Increase	ADJU-243 Average Score	Percentage of Increase
2020-2021	65.1%	67.5%	86.6%	24.9% / 21.1%	73.6%	11.6% / 8.3%
2019-2020	72.8%	73.2%	87.0%	16.4% / 15.9%	N/A	N/A
2018-2019	59.9%	N/A	95.8%	37.5%	78.9%	24.1%
2017-2018	64.6%	N/A	83.5%	22.3%	N/A	N/A
2016-2017	63.2%	N/A	86.3%	24.8%	N/A	N/A
2015-2016	60.5%	N/A	84.6%	28.5%	N/A	N/A

Analysis

Learning Outcome # 5 assesses the student's ability to distinguish philosophical eras, sociological theories, and significant historic events impacting law enforcement. The learning outcome has been very consistent over the past six reporting years. The results show that a student completing ADJU-223 and ADJU-243 have a significant increase in knowledge when compared to the entry-level ADJU-100 or ADJU-102 course.

Use of Results for Improvement

The increased focus on learning outcomes which were designed into ADJU-100 and ADJU-102 will continue based on the positive results at the entry level.

Examples of increased focus on learning outcomes:

- Use of discussion boards in web courses. Students are assigned discussion topics related to learning outcomes.
- Use of classroom discussions related to learning outcomes. Students are encouraged to apply concepts within the learning outcomes during the discussions.
- Focus on learning outcomes in all assignments during course redesign. Quizzes and exams created include more items related to learning outcomes.
- As a result of course redesign, students are more aware of expectations in each course including learning outcomes.

Additional Summary Notes

Anomalies in the results that were noticed:

For SLO#1, there was a -1.7% change from ADJU-100 to ADJU-114. Normally, the score of ADJU-114 would be higher than the entry level ADJU-100. Students scored an average of 93.1% in ADJU-100 which is very high. The demonstration that students in ADJU-100 averaged 93.1% and students in ADJU-114 averaged 91.6% demonstrates that all students demonstrated a significant level of knowledge for SLO #1.

Were changes needed to improve student learning?

The overall increase in student learning during this reporting year for the entry-level ADJU-100 and ADJU-102 courses demonstrate that the increased focus on learning outcomes for introduction-level courses is having a positive impact on student learning.

Examples of increased focus on learning outcomes:

- Use of discussion boards in web courses. Students are assigned discussion topics related to learning outcomes.
- Use of classroom discussions related to learning outcomes. Students are encouraged to apply concepts within the learning outcomes during the discussions.
- Focus on learning outcomes in all assignments during course redesign. Quizzes and exams created include more items related to learning outcomes.
- As a result of course redesign, students are more aware of expectations in each course including learning outcomes.

Were there any patterns in the data observed?

As with previous years, there is a consistent pattern of improved students learning when exposed to the courses which focus more on the particular learning outcomes.

What improvements or changes have been planned for the program as a result of this assessment and why do you expect that they will improve learning?

ADJU-100 has been completely revised with a new textbook, PowerPoints, and assignments. There is an increased focus on all learning outcomes.

What is the proposed timeline for the changes outlined above?

The revision of ADJU-100 has been completed. The first section of the revised course will be offered Spring 2022.

Student Learning Outcomes (SLO) Report Addendum

Program Name: Criminal Justice

- (1) Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2019-20 SLO report. (Use as many pages as necessary to describe.)**

An increased focus on learning outcomes has been part of ADJU-100 and ADJU-102 over the past two years. The higher average scores demonstrate that this increased focus has been successful.

- (2) Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)**



THREE RIVERS COLLEGE

**Early Childhood Development AAS
Program Level SLO Report
Heather Cornman – Program Manager**

2020-21

Program Purpose Statement

The Early Childhood Development program exists to prepare students for employment and leadership roles in licensed childcare centers, private preschools, and Head Start.

Program Outcomes

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, documenting, and assessing to support young children and families
4. Using developmentally effective approaches
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional
7. Early childhood field experiences

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2020-21 academic year.

Early Childhood Development: Program Outcomes Mapping

Program Outcome 1: Promoting Child Development and Learning	
Course	Course Learning Outcome (CLO)
ECD 126: Health, Safety, and Nutrition	Relate awareness, effective practices, and sound health education in order to promote children's health (CLO 1)
	Demonstrate how to create and maintain safe learning environments. (CLO 2)
	Examine appropriate meal planning, food safety, and nutrition education in order to meet children's essential nutritional needs. (CLO 3)
ECD 202: Survey of Early Childhood Development	Recognize the history and importance of early childhood development (CLO 1)
	Demonstrate an understanding of child growth and development (CLO 2)
	Employ the components of high-quality early childhood education in curriculum development (CLO 3)
ECD 205: Preschool CDA	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
	Demonstrate how to support social and emotional development along with positive guidance. (CLO 3)
	Recognize importance of establishing positive and productive relationships with families. (CLO 4)
	Examine how to ensure a well-run, purposeful program that is responsive to participant needs (CLO 5)
	Practice maintaining a commitment to professionalism. (CLO 6)
ECD 208: Infant/Toddler CDA	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
	Demonstrate how to support social and emotional development along with positive guidance. (CLO 3)
	Recognize importance of establishing positive and productive relationships with families. (CLO 4)
	Examine how to ensure a well-run, purposeful program that is responsive to participant needs (CLO 5)
	Practice maintaining a commitment to professionalism. (CLO 6)

Program Outcome 1 (continued)

ECD 235: Special Children	Recognize benefits of early intervention and intervention strategies. (CLO 1)
	Compare characteristics of children with developmental or learning disorders to typically developing children. (CLO 2)
ECD 237: Early Childhood Development Lab	Plan curriculum that is developmentally appropriate for children. (CLO 1)
ECD 247: Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)
ECD 295: Early Childhood Practicum I	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)

**Program Outcome 2:
Building Family and Community Relationships**

Course	Course Learning Outcome (CLO)
ECD 205: Preschool CDA	Recognize importance of establishing positive and productive relationships with families. (CLO 4)
ECD 208: Infant/Toddler CDA	Recognize importance of establishing positive and productive relationships with families. (CLO 4)
ECD 235: Special Children	Distinguish importance of parent-teacher partnerships for involvement of families with special needs children. (CLO 4)
ECD 237: Early Childhood Development Lab	Develop strategies to inform and involve families in their children's learning and development. (CLO 3)
ECD 245: Early Childhood Administration	Assess strategies for family and community involvement. (CLO 4)
ECD 247: Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)
ECD 295: Early Childhood Practicum I	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)

**Program Outcome 3:
Observing, documenting, and assessing to support young children
and families**

Course	Course Learning Outcome (CLO)
ECD 202: Survey of Early Childhood Development	Employ the components of high-quality early childhood education in curriculum development (CLO 3)
ECD 205: Preschool CDA	Examine how to ensure a well-run, purposeful program that is responsive to participant needs (CLO 5)
ECD 208: Infant/Toddler CDA	Examine how to ensure a well-run, purposeful program that is responsive to participant needs (CLO 5)
ECD 235: Special Children	Recognize benefits of early intervention and intervention strategies. (CLO 1)
	Demonstrate how to plan an environment for inclusion of all children. (CLO 3)
ECD 237: Early Childhood Development Lab	Use observations to assess development of children. (CLO 2)
ECD 245: Early Childhood Administration	Illustrate effective management of staff (CLO 3)
	Assess strategies for family and community involvement (CLO 4)
ECD 247: Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)
ECD 295: Early Childhood Practicum I	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)

**Program Outcome 4:
Using developmentally effective approaches**

Course	Course Learning Outcome (CLO)
ECD 126: Health, Safety, and Nutrition	Relate awareness, effective practices, and sound health education in order to promote children's health (CLO 1)
	Demonstrate how to create and maintain safe learning environments. (CLO 2)
	Examine appropriate meal planning, food safety, and nutrition education in order to meet children's essential nutritional needs. (CLO 3)
ECD 202: Survey of Early Childhood Development	Employ the components of high-quality early childhood education in curriculum development (CLO 4)
ECD 205: Preschool CDA	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
	Demonstrate how to support social and emotional development along with positive guidance. (CLO 3)
ECD 208: Infant/Toddler CDA	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
	Demonstrate how to support social and emotional development along with positive guidance. (CLO 3)
ECD 237: Early Childhood Development Lab	Plan curriculum that is developmentally appropriate for children. (CLO 1)
	Use observations to assess development of children. (CLO 2)
ECD 245: Early Childhood Administration	Demonstrate developmentally appropriate planning for various age groups in an early childhood setting (CLO 2)
ECD 247: Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
	Implement curriculum that supports play and learning using developmental, inclusive, and anti-bias principles. (CLO 2)
ECD 295: Early Childhood Practicum I	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)

Program Outcome 4 (continued)

ECD 296: Early Childhood Practicum II	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)

**Program Outcome 5:
Using content knowledge to build meaningful curriculum**

Course	Course Learning Outcome (CLO)
ECD 126: Health, Safety, and Nutrition	Examine appropriate meal planning, food safety, and nutrition education in order to meet children's essential nutritional needs. (CLO 3)
ECD 202: Survey of Early Childhood Development	Employ the components of high-quality early childhood education in curriculum development (CLO 3)
ECD 205: Preschool CDA	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
ECD 208: Infant/Toddler CDA	Illustrate how to establish and maintain a safe, healthy, learning environment. (CLO 1)
	Plan developmentally appropriate experiences to advance physical and intellectual competence. (CLO 2)
ECD 235: Special Children	Demonstrate how to plan an environment for inclusion of all children. (CLO 3)
ECD 237: Early Childhood Development Lab	Plan curriculum that is developmentally appropriate for children. (CLO 1)
ECD 247 Early Childhood Curriculum	Design curriculum that is child centered, child initiated and responsive to families. (CLO 1)
ECD 295: Early Childhood Practicum I	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children (CLO 3)

**Program Outcome 6:
Becoming a professional**

Course	Course Learning Outcome (CLO)
ECD 202: Survey of Early Childhood Development	Recognize the history and importance of early childhood development (CLO 1)
	Apply knowledge of the role as a professional in the early childhood field. (CLO 4)
ECD 205: Preschool CDA	Practice maintaining a commitment to professionalism. (CLO 6)
ECD 208: Infant/Toddler CDA	Practice maintaining a commitment to professionalism. (CLO 6)
ECD 237 Early Childhood Development Lab	Assess curriculum, classroom environment, and teaching practices in lab experiences. (CLO 4)
ECD 245: Early Childhood Administration	Examine the administrative/managerial tasks involved in starting and maintaining an early childhood program. (CLO 1)
	Illustrate effective management of staff. (CLO 3)
ECD 295: Early Childhood Practicum I	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children. (CLO 3)

**Program Outcome 7:
Early childhood field experiences**

Course	Course Learning Outcome (CLO)
ECD 237: Early Childhood Development Lab	Use observations to assess development of children. (CLO 2)
	Assess curriculum, classroom environment, and teaching practices in lab experiences. (CLO 4)
ECD 295: Early Childhood Practicum I	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for infants and toddlers. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with infants and toddlers. (CLO 3)
ECD 296: Early Childhood Practicum II	Demonstrate professional and ethical behaviors with children, colleagues, and families in the early childhood setting. (CLO 1)
	Prepare learning experiences appropriate for preschool-aged children. (CLO 2)
	Illustrate appropriate and respectful guidance and classroom management strategies with preschool-aged children. (CLO 3)

Introduction

Program Student Learning Outcomes are measured by the NAEYC (National Association for the Education of Young Children) national standards. Program rubrics have been developed based on these standards. There are 6 core standards that describe the concepts and standards early childhood professionals are to implement to provide quality early education. The 7th standard describes the NAEYC's requirements for early childhood field experiences.

The seven core ECD standards describe what well-prepared early childhood teachers/educators should know and be able to do. The twenty-four key elements clarify the most important features of the standard. They highlight what candidates should know, understand, and implement in the classroom.

Program Outcome #1 Rubric
Promoting Child Development and Learning

	I	II	III	IV
Recognize young children's characteristics and needs.	Does not recognize young children's characteristics and needs	Student minimally recognizes and understands young children's characteristics and needs.	Student appropriately recognizes and understands young children's characteristics and needs.	Student exceptionally recognizes and understands young children's characteristics and needs.
Illustrate multiple influences on young children's development and learning. (Cultural/diverse/anti-bias perspectives on development and learning)	Student does not illustrate multiple influences (cultural/diverse/anti-bias) on young children's development and learning.	Student minimally illustrates multiple influences (cultural/diverse/anti-bias) on young children's development and learning.	Student appropriately illustrates multiple influences (cultural/diverse/anti-bias) on young children's development and learning.	Student exceptionally illustrates multiple influences (cultural/diverse/anti-bias) on young children's development and learning.
Create healthy, respectful, supportive, and challenging learning environments	Student does not use developmental knowledge to create healthy, respectful, supportive and challenging learning environments-including curriculum, interactions, teaching practices, and learning materials.	Student minimally use developmental knowledge to create healthy, respectful, supportive and challenging learning environments-including curriculum, interactions, teaching practices, and learning materials.	Student appropriately uses developmental knowledge to create healthy, respectful, supportive and challenging learning environments-including curriculum, interactions, teaching practices, and learning materials.	Student exceptionally uses developmental knowledge to create healthy, respectful, supportive and challenging learning environments-including curriculum, interactions, teaching practices, and learning materials.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 247	Early Childhood Curriculum	1	11	Sections 0 Students 0	Sections 1 Students 11	Sections 0 Students 0	FT: 1 PT: 0	Yes *Fall only course

Program Outcome #1	I	II	III	IV	# of Students
a) Recognize young children's characteristics and needs.	0	0	2	9	11
b) Illustrate multiple influences on young children's development and learning.	0	1	5	5	11
c) Create healthy, respectful, supportive, and challenging learning environments.	0	2	7	2	11

Assessment Results

Program Outcome #1: Promoting Child Development and Learning

Lesson Plan- Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement. They are required to reflect on teaching responsibilities and interactions with children, how they will check for understanding, and how they will assess children's progress.

Program Outcome #1-Promoting Child Development and Learning-1a, 1b, 1c

This outcome was assessed with ECD 247-Early Childhood Curriculum. Students are required to develop a lesson plan that includes learning objectives, learning areas along

with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement.

At least 82% (n=9) of the students scored in Level III or above in all three of the outcome's key elements. They exhibited this understanding by planning developmentally appropriate learning activities and experiences.

Analysis

All (n=11) students scored at Level III or above in PO #1. This was reflected in the learning activities that were developed by the students. The activities were developmentally appropriate with regard to play, guided play, and direct instruction. The student is responsible for ensuring that the lesson plan is appropriate and engaging for all domains of development and learning.

Ninety-one percent (n=10) of students scored at Level II or above for PO #1b. This outcome requires students to illustrate multiple influences on young children's development and learning. The key piece of the lesson plan was examined to see how the students planned for diversity which included culture, gender, and ability. These students demonstrated the importance of including families, cultures, diverse ways of learning, and anti-bias curriculum planning.

While all students planned appropriate activities, there was a 78% change from PO #1a (n=9) and PO #1c (n=2) regarding Level IV. This scoring was based on how challenging

the learning activities were for all developmental domains along with the information they provided in checking for understanding of the concepts they were presenting. The activities were appropriate for learning, yet to reach a higher level of understanding, students needed to include activities that would challenge children at all levels of development. The Level II students needed to provide more in-depth explanations of eliciting responses from the children and how they plan to assess students through observation of children's play and questioning of children.

Use of Results for Improvement

Students will continue to be required to develop a lesson plan that demonstrates their knowledge of child development and how children learn. Students develop the plan in ECD 247 which is offered in the Fall semester. To assist in increasing student learning, a requirement will be added to the practicum courses of ECD 295 and ECD 296 beginning in Spring 2022 for implementation of the lesson plan students created in ECD 247. This will give them more hands-on experience with reflection and assessment of learning objectives in the classroom.

Program Outcome #2 Rubric
Building Family and Community Relationships

	I	II	III	IV
Identify diverse family and community characteristics.	Student does not identify diverse family and community characteristics.	Student minimally identifies diverse family and community characteristics.	Student appropriately identifies diverse family and community characteristics.	Student exceptionally identifies diverse family and community characteristics.
Demonstrate how to support and engage families and communities through respectful, reciprocal relationships.	Student does not demonstrate how to support and engage families and communities through respectful, reciprocal relationships.	Student minimally demonstrates how to support and engage families and communities through respectful, reciprocal relationships.	Student appropriately demonstrates how to support and engage families and communities through respectful, reciprocal relationships.	Student exceptionally demonstrates how to support and engage families and communities through respectful, reciprocal relationships.
Discover how to engage and involve families and communities in their children's development and learning.	Student does not discover how to engage and involve families and communities in their children's development and learning.	Student minimally discovers how to engage and involve families and communities in their children's development and learning.	Student appropriately discovers how to engage and involve families and communities in their children's development and learning.	Student exceptionally discovers how to engage and involve families and communities in their children's development and learning.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
ECD 247	Early Childhood Curriculum	1	11	Sections 0 Students 0	Sections 1 Students 11	Sections 0 Students 0	FT: 1 PT: 0	Yes *Fall only course

Key Elements	I	II	III	IV	# of Students
a) Identify diverse family and community characteristics.	0	2	1	8	11
b) Demonstrate how to support and engage families and communities through respectful, reciprocal relationships.	1	1	5	4	11
c) Discover how to engage and involve families and communities in their children's development and learning.	1	5	3	2	11

Assessment Result

Program Outcome #2: Building Family and Community Relationships

Lesson Plan- Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement. They are required to reflect on

teaching responsibilities and interactions with children, how they will check for understanding, and how they will assess children's progress.

Eighty-two percent (n=9) of students scored in Level III or above in PO #2a, identifying diverse family and community characteristics. Scoring was assessed by the extent of planning in the lesson for family activities either in the home or as part of the curriculum to encourage family involvement.

Eighty-two percent (n=9) of students scored in Level III or above in PO #2b, supporting family relationships and engaging families. Scoring was based on the suggestions and/or activities the students initiated for families and the depth of involvement for parents and child.

Only forty-five percent (n=5) of students placed in the Level III or above range for PO #2c, engaging families in their children's development and learning, leaving fifty-five percent (n=6) at a Level of II or below. Placement was based on the developmentally appropriateness of suggestions or activities the students provided parents to actively involve them in learning at home.

Analysis

Nine of the eleven students were successful in providing learning objectives, activities, and opportunities to families for PO #2a and b. The level of engagement the opportunities provided to the families and child were examined. To be successful in this outcome,

students had to provide a learning activity that promoted family involvement and engagement in their child's learning. This outcome showed that the majority (82%) of students were able to plan and implement learning activities for the children to complete with their parents.

The five students scoring in Level II for 2c, engaging and involving families in their child's learning, included family involvement but the activities planned did not promote participation in their child's learning. For example, one student stated, "I will let the families know there welcome and volunteer for the parents to help." This is a statement not an activity to engage the parent.

The student who did not meet this outcome did not provide activities or information to parents. A sample, completed lesson plan is provided for students to review so they know what is required.

Use of Results for Improvement

Students will be encouraged to provide learning resources to parents that enhance their involvement with their child's development and learning. Continued illustrations and examples of family involvement in the course will be beneficial for upcoming students.

The lesson plan outline with assignment requirements will be studied to see where clarification can be made to improve student understanding of what is expected.

Program Outcome #3 Rubric

Observing, documenting, and assessing to support young children and families

	I	II	III	IV
Identify the goals, benefits, and uses of assessment.	Student does not attempt to identify the goals, benefits, and uses of assessment.	Student minimally identifies the goals, benefits, and uses of assessment.	Student appropriately identifies the goals, benefits, and uses of assessment.	Student exceptionally identifies the goals, benefits, and uses of assessment.
Demonstrate skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	Student does not demonstrate skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	Student minimally demonstrates skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	Student appropriately demonstrates skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	Student exceptionally demonstrates skills in conducting observation, documentation, and other appropriate assessment tools and approaches.
Explain the responsibility of assessment to promote positive outcomes for each child.	Student does not explain the responsibility of assessment to promote positive outcomes for each child.	Student minimally explains the responsibility of assessment to promote positive outcomes for each child.	Student appropriately explains the responsibility of assessment to promote positive outcomes for each child.	Student exceptionally explains the responsibility of assessment to promote positive outcomes for each child.
Relate assessment partnerships with families and professional colleagues.	Student does not relate assessment partnerships with families and professional colleagues.	Student minimally relates assessment partnerships with families and professional colleagues.	Student appropriately relates assessment partnerships with families and professional colleagues.	Student exceptionally relates assessment partnerships with families and professional colleagues.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 296	Early Childhood Practicum II	1	14	Sections 0 Students 0	Sections 1 Students 14	Sections 0 Students 0	FT: 1 PT: 0	Yes *Spring only course

Key Elements	I	II	III	IV	# of Students
a) Identify the goals, benefits, and uses of assessment.	0	5	2	7	14
b) Demonstrate skills in conducting observation, documentation, and other appropriate assessment tools and approaches.	0	2	4	8	14
c) Explain the responsibility of assessment to promote positive outcomes for each child.	0	2	5	7	14
d) Relate assessment partnerships with families and professional colleagues	0	8	2	4	14

Assessment Result

Program Outcome #3: Observing, documenting, and assessing to support young children and families

Child Case Study-Students conduct an in-depth case study on one child between the ages of 0-5 years over the course of the semester. The purpose of this observation is to integrate course content with a hands-on experience to deepen student's understanding of child development theory and the multiple influences on a child's development. Students are required to complete a developmental checklist and utilize

information collected in the case study. They are also required to include family, community, and cultural information.

Sixty-four percent (n=9) of students scored in Level III or above in PO #3a; identifying the goals, benefits, and uses of assessment. The student's reflection about the benefits of development was reviewed to clarify if student had an adequate understanding of the importance of assessment in tracking children's learning and development.

Eighty-six percent (n=12) of students scored in Level III or above in PO #3b; conducting appropriate observations and assessment. The student's use of objective versus subjective observations in the case study was reviewed for this outcome.

Eighty-six percent (n=12) of students scored in Level III or above regarding PO #3c; explaining the responsibility of assessment. Students were assessed on the extent they discussed the child's development and if development was used to create child outcomes.

Only 43 percent (n=6) of students scored in Level III or above in PO #3d, relating how the observation of the child's development can benefit further development of skills and understanding.

Analysis

The results of PO #3 indicate that students are illustrating how to observe and the importance of observing young children. ECD students demonstrated their understanding

through a semester long child case study. They had to track the child's development using a developmental checklist and then further evaluate the child's developmental progress. The results exhibited over fifty percent of students adequately tracked and assessed the child's development along with providing suggestions for learning improvement.

The five students who scored in Level II for PO #3a and the eight students in PO #3d did not include developmental information gained from the required checklist in the case study narrative. The students are given copies of developmental checklist that are to be used. The assignment instructions also outlines how to use the checklists and how to incorporate them into the case study. The checklist and samples of the children's work are to be used if they were to share these results with parents.

In addition, the observations recorded were not written objectively. Students are given information that discusses writing observations objectively versus adding what they think the child may be experiencing or feeling.

Use of Results for Improvement

The case study will continue to be used to track this outcome. The assignment grading rubric for the case study will be updated to track the extent of objective vs. subjective written observations. Students will be able to view the rubric along with additional information provided about writing objective observations.

Program Outcome #4 Rubric
Using developmentally effective approaches

	I	II	III	IV
Relate the use of positive relationship and supportive interactions with the importance of children's success in learning.	Student does not relate the use of positive relationship and supportive interactions with the importance of children's success in learning.	Students minimally relates the use of positive relationship and supportive interactions with the importance of children's success in learning.	Student appropriately relates the use of positive relationship and supportive interactions with the importance of children's success in learning.	Student exceptionally relates the use of positive relationship and supportive interactions with the importance of children's success in learning.
Apply effective strategies and tools to influence development and learning of young children.	Student does not apply effective strategies and tools to influence development and learning of young children.	Student minimally applies effective strategies and tools to influence development and learning of young children.	Student appropriately applies effective strategies and tools to influence development and learning of young children.	Student exceptionally applies effective strategies and tools to influence development and learning of young children.
Use various learning formats of teaching/learning approaches to promote young children's development.	Student does not use various learning formats of teaching/learning approaches to promote young children's development.	Student minimally uses various learning formats of teaching/learning approaches to promote young children's development.	Student appropriately uses various learning formats of teaching/learning approaches to promote young children's development.	Student exceptionally uses various learning formats of teaching/learning approaches to promote young children's development.
Develop reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	Student does not develop reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	Student minimally develops reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	Student appropriately develops reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	Student exceptionally develops reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 296	Early Childhood Practicum II	1	14	Sections 0 Students 0	Sections 1 Students 14	Sections 0 Students 0	FT: 1 PT: 0	Yes *Spring only course

Key Elements	I	II	III	IV	# of Students
a) Relate the use of positive relationship and supportive interactions with the importance of children's success in learning.	0	0	1	13	14
b) Apply effective strategies and tools to influence development and learning of young children.	0	8	2	4	14
c) Use various learning formats of teaching/learning approaches to promote young children's development.	0	2	4	8	14
d) Develop reflective, responsive, and intentional teaching practices to promote positive outcomes for each child.	0	1	7	6	14

Assessment Result

Program Outcome #4: Using developmentally effective approaches

Child Case Study-Students conduct an in-depth case study on one child between the ages of 0-5 years over the course of the semester. The purpose of this observation is to integrate course content with a hands-on experience to deepen student's knowledge of child development theory and the multiple influences on a child's

development. Students are required to complete a developmental checklist and utilize information collected in the case study. The student assesses and summarizes the child's development and composes learning strategies that could improve development.

All students scored in Level III or above in PO #4a; understanding and using positive relationships and supportive interactions as the foundation for their work with young children and families. This information was found by examining the child case study for record or mention of interactions with the child they were focusing on for study.

Only forty-three percent (n=6) of students scored in Level III or above for PO #4b; using effective strategies to influence development and learning. This percentage was based on how and if students used developmental checklists to track the child's development. The eight students who scored in Level II did not adequately include developmental information gained from the required checklist in the case study narrative. The students are given copies of developmental checklist that are to be used. The assignment instructions also outlines how to use the checklists and how to incorporate them into the case study.

Eighty-six percent (n=12) of students scored in Level III or above in PO #4c; using various learning approaches to promote development. Students' observation skills were assessed for this outcome, particularly if the student included objective or subjective observations in the case study. Students need to objectively observe the child's behavior to develop learning strategies to promote development.

Ninety-three percent (n=13) of students scored in Level III or above in PO #4d; teaching practices to promote positive outcomes for each child. This outcome was based on the student's reflection of the child's development and creation of teaching strategies that student individualized for the child to enhance learning.

Analysis

PO #4 demonstrates the student's understanding of planning for positive relationships and supportive interactions, knowing and understanding effective strategies and tools and using developmentally appropriate teaching/learning approaches. Again, ECD students demonstrated their knowledge through the child case study. The student's interactions and depth of comprehension of identifying the child's whole development were examined. The child's family, health, and environment play a role in development and that aspect was looked at to see if students identified that importance and that it was included in the study.

Most students were competent in recording their interaction of the children along with how the child was developing, although, they lacked using and referring to the developmental checklist. Observation is a useful tool for assessment yet, having the checklist for developing student teachers to refer to track development provides additional benefit.

Use of Results for Improvement

The course assessment tool will be evaluated. A possible solution to increasing student learning with regards to demonstrating the practice of effective teaching strategies is to change the course assessment. An added component to ECD 247-Early Childhood Curriculum in Fall 2021 will be that students will keep a copy of their final lesson plan. This lesson plan will be implemented in the practicum classroom ECD 295 or ECD 296. An assessment form for the students to complete after they have implemented the lesson plan will need to be added. This change will allow tracking of PO #4 with anticipation of improved student learning.

Program Outcome #5

Using content knowledge to build meaningful curriculum

	I	II	III	IV
<p>Apply content knowledge and resources in academic disciplines: language and literacy; the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity, physical education, health and safety, and social studies.</p>	<p>Student does not apply content knowledge and resources in academic disciplines in developing integrated developmentally appropriate curriculum.</p>	<p>Student minimally applies content knowledge and resources in academic disciplines in developing integrated developmentally appropriate curriculum.</p>	<p>Student appropriately applies content knowledge and resources in academic disciplines in developing integrated developmentally appropriate curriculum.</p>	<p>Student exceptionally applies content knowledge and resources in academic disciplines in developing integrated developmentally appropriate curriculum.</p>
<p>Identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines.</p>	<p>Student does not identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines.</p>	<p>Student minimally identifies the use of central concepts, inquiry tools, and structures of content areas or academic disciplines.</p>	<p>Student appropriately identifies the use of central concepts, inquiry tools, and structures of content areas or academic disciplines.</p>	<p>Student exceptionally identifies the use of central concepts, inquiry tools, and structures of content areas or academic disciplines.</p>
<p>Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</p>	<p>Student does design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</p>	<p>Student minimally designs, implements, and evaluates developmentally meaningful and challenging curriculum for each child.</p>	<p>Student appropriately designs, implements, and evaluates developmentally meaningful and challenging curriculum for each child.</p>	<p>Student exceptionally designs, implements, and evaluates developmentally meaningful and challenging curriculum for each child.</p>

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 247	Early Childhood Curriculum	1	11	Sections 0 Students 0	Sections 1 Students 11	Sections 0 Students 0	FT: 1 PT: 0	Yes *Fall only course

Key Elements	I	II	III	IV	# of Students
a) Apply content knowledge and resources in academic disciplines: language and literacy; the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity, physical education, health and safety, and social studies.	0	3	2	6	11
b) Identify the use of central concepts, inquiry tools, and structures of content areas or academic disciplines	0	3	3	5	11
c) Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	0	3	2	6	11

Assessment Results

Program Outcome #5: Using content knowledge to build meaningful curriculum

Lesson Plan- Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement. They are required to reflect on teaching responsibilities and interactions with children, how they will check for understanding, and how they will assess children's progress.

This outcome was assessed with ECD 247-Early Childhood Curriculum. Students are required to develop a lesson plan that includes learning objectives, learning areas along with materials and activities, multicultural/diverse inclusion activities or materials, and family engagement.

Seventy-three percent (n=8) of students scored in Level III or above for PO #5a; applying knowledge and resources in the various areas of learning. This was assessed by reviewing the learning experiences created to provide meaningful learning instead of an activity to entertain. The three students who scored in Level II did not provide meaningful learning experiences. The learning experiences did not support the learning objectives, were not developmentally appropriate, or were random activities added to each learning domain.

Seventy-three percent (n=8) of students were in Level III or higher in PO #5b, using concepts, inquiry tools, and structure of content areas for learning. This competency was based on assessment of learning objectives created for the lesson plan. The three students who scored in Level II did not include an assessment plan.

Again, Seventy-three percent (n=8) of the student's plans scored in Level III or above for PO # 5c; designing and evaluating meaningful experiences that are intellectually and creatively stimulating, invite exploration and investigation, and engage children's active, sustained involvement. The three students who scored in Level II did not provide learning

experiences designed to challenge students but they were experiences that would entertain children.

Analysis

The results for PO #5 indicate students understand the importance of a well-planned curriculum that broadly meets children's development yet, at the same time, incorporates tailored learning skills for each child. Seventy-three percent (n=8) of students planned a developmentally appropriate lesson plan that met the goals of a meaningful curriculum outlined in the key elements of PO #5, therefore, exhibiting the understanding and application of curriculum planning by scoring in Level III or IV.

The students who did not achieve this level of learning were students who did not complete adequate work throughout the semester and/or turned in enough work to satisfy completing the assignment but not striving for quality work.

Use of Results for Improvement

Additional information about how to complete the lesson and the requirements have been added to the assignment. Students are given detailed information on what is expected in each section of the lesson plan and how it reflects on the grading rubric. The grading rubric was also updated with additional details about what is expected with assessment and final reflections for the lesson plan.

Program Outcome #6

Becoming a professional

	I	II	III	IV
Recognize the importance of identifying and involving oneself with the early childhood field.	Student does not recognize the importance of identifying and involving oneself with the early childhood field.	Student minimally recognizes the importance of identifying and involving oneself with the early childhood field.	Student appropriately recognizes the importance of identifying and involving oneself with the early childhood field.	Student exceptionally recognizes the importance of identifying and involving oneself with the early childhood field.
Demonstrate ethical standards and other early childhood professional guidelines.	Student does not demonstrate ethical standards and other early childhood professional guidelines.	Student minimally demonstrates ethical standards and other early childhood professional guidelines.	Student appropriately demonstrates ethical standards and other early childhood professional guidelines.	Student exceptionally demonstrates ethical standards and other early childhood professional guidelines.
Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student does not participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student minimally participates in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student appropriately participates in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	Student exceptionally participates in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.

Program Outcome #6 Rubric Continued

Criteria	I	II	III	IV
<p>Show evidence of integrating knowledgeable, reflective, and critical perspective on early education.</p>	<p>Student does not show evidence of integrating knowledgeable, effective, and critical perspective on early education.</p>	<p>Student minimally shows evidence of integrating knowledgeable, effective, and critical perspective on early education.</p>	<p>Student appropriately shows evidence of integrating knowledgeable, effective, and critical perspective on early education.</p>	<p>Student exceptionally shows evidence of integrating knowledgeable, effective, and critical perspective on early education.</p>
<p>Illustrate informed advocacy for children and profession.</p>	<p>Student does not illustrate informed advocacy for children and profession</p>	<p>Student minimally illustrates informed advocacy for children and profession</p>	<p>Student Appropriately illustrates informed advocacy for children and profession</p>	<p>Student exceptionally illustrates informed advocacy for children and profession.</p>

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 237	Early Childhood Development Lab	1	8	Sections 0 Students 0	Sections 1 Students 9	Sections 0 Students 0	FT: 1 PT: 0	Yes *Fall only course

Key Elements	I	II	III	IV	# of Students
a) Recognize the importance of identifying and involving oneself with the early childhood field.	0	1	6	1	8
b) Demonstrate ethical standards and other early childhood professional guidelines.	0	2	5	1	8
c) Participate in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource.	0	2	5	1	8
d) Show evidence of integrating knowledgeable, reflective, and critical perspective on early education.	0	2	5	1	8
e) Illustrate informed advocacy for children and profession.	0	1	6	1	8

Assessment Result

Program Outcome #6: Becoming a professional
 ECD 237 Program Evaluation-Students complete a program evaluation on their observation site that covers environment, staff, parent relationships, cultural awareness, organization and administration, overall program.

Program Outcome 6 was assessed using ECD 237- Early Childhood Development Lab Program Evaluation. Students complete a program evaluation on their observation site that involves environment, staff, parent relationships, cultural awareness, organization

and administration, and overall program. Only 8 of the 14 students enrolled were able to complete the program evaluation. Due to Covid-19 restrictions, students were not allowed into the early childhood centers unless they were an employee. The five students that were not employed at an early childhood facility were given alternative assignments.

Eighty-eight percent (n=7) of students scored at Level III or IV for PO #6a; identifying and involving oneself with the early childhood field. This was based on comments and recommendations provided by the students on the program evaluation.

Seventy-five percent (n=8) scored at Level III or IV for PO #6b; demonstrating ethical standards. The recommendations students suggested for improvement on the program evaluation form were reviewed for appropriateness. For example, were comments provided by students about the program critical or constructive?

Seventy-five percent (n=8) of students scored in the Level III or IV range for PO #6c and #6d. Students were evaluated on the thoroughness and appropriateness of completing the program evaluation along with the level and/or amount of feedback and recommendations provided.

Eighty-eight percent (n=7) of students scored in Level III or above for PO #6e, illustrating advocacy. This was measured by evaluating the thoroughness and appropriateness of completing the program evaluation. With regards to the NAEYC Code of Conduct and the

standard of valuing advocacy for children, students should exhibit a concern or interest in making sure children are part of a quality, learning environment.

Analysis

Early childhood educators need to be invested in the profession to effectively assist children in development and learning. PO #6 results assessment show students recognized the importance of identifying as an early childhood professional, demonstrating ethical standards, showing evidence of integrating knowledge of early education, and illustrating advocacy by thoroughly completing the program evaluation. They further demonstrated professionalism by including suggestions and recommendations for those things observed that were not appropriate or needed improvement.

Use of Results for Improvement

The results of this outcome show that students need more explanation of what is expected for completing the environmental checklist. More detailed guidance has been added regarding the level of professionalism expected in recommendations and comments. These results will be able to be seen in the next academic year.

A change in the assessment tool for PO #6 will also be examined. An evaluation form for practicum site supervisors to complete was implemented in Spring 21. The form is confidential and is not shared with students. It is a general evaluation asking the site supervisors to rate the student's conduct, punctuality, interactions with children and

teaching staff. This information gained from the evaluation is taken into consideration by the instructor when completing the face-to-face post conference with the student. Students also complete a self-evaluation that is discussed during the post conference. The evaluations may possibly provide a more accurate assessment of student professionalism.

Program Outcome #7
Field Experiences

	I	II	III	IV
Opportunities to observe and practice in at least two of the three early childhood age groups (birth–age 3, 3-5, 5-8)	Candidate participates in opportunities to observe and practice but does not complete required number of field experience hours and/or settings.	Candidates participates in opportunities to observe and practice in one early childhood age groups	Candidates participates in opportunities to observe and practice in two early childhood age groups	Candidates participates in opportunities to observe and practice in more than two early childhood age groups.
Opportunities to observe and practice in at least two of the main types of early education settings (early school grades, childcare centers and homes, Head Start programs)	Candidate participates in opportunities to observe and practice but does not complete required number of field experience hours and/or settings.	Candidates participates in opportunities to observe and practice in only one of the main types of early education settings (early school grades, childcare centers and homes, Head Start programs).	Candidates participates in opportunities to observe and practice in two of the main types of early education settings (early school grades, childcare centers and homes, Head Start programs).	Candidates participates in opportunities to observe and practice in more than two of the main types of early education settings (early school grades, childcare centers and homes, Head Start programs).

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ECD 295 ECD 296	Infant/Toddler and Preschool Practicum	2	17	Sections 0 Students 0	Sections 2 Students 17	Sections 0 Students 0	FT: 1 PT: 0	Yes *Spring only courses

Key Elements	I	II	III	IV	# of Students
a) Opportunities to observe and practice in at least two of the three early childhood age groups (birth–age 3, 3-5, 5-8)	0	8	0	9	17
b) Opportunities to observe and practice in at least two of the main types of early education settings (early school grades, childcare centers and homes, Head Start programs)	0	15	0	2	17

Assessment Result

Program Outcome #7: Early childhood field experiences

ECD 295/296-Students are required to complete a total of 90 hours of field experience with children from the ages of 0-8. ECD 295 requires 45 hours with infants and toddlers. ECD 296 requires 45 hours with preschool aged children. Students are allowed to use work hours if employed at an early learning facility working in a classroom with children.

This outcome is assessed with on-site experience with students working in an early childhood classroom through ECD 295/296-Infant/Toddler and Preschool Practicums. If students are currently working in an early learning facility, they are required to get at least

10 hours with the age group they do not have in their classrooms. Students who are not employed at an early learning facility are required to get 45 hours with each age group.

Fifty-three percent (n=9) scored in Level IV regarding completing observation hours with more than one age group.

PO #7b had 88% (n=15) of students score at Level II due to not completing practicums in at least two of the main types of early education settings.

Analysis

Students were able to complete the required number of practicum hours. Yet, the results reflect the difficulty they have with completing their hours with different age groups and settings (public preschool, Head Start, elementary classroom). Over 50% (n=10) of ECD 295-296 students were employed in an early childcare facility which, due to staffing and ratios, prohibits them from leaving their classroom to visit another age group or setting. In addition, Covid-19 restrictions did not allow some students in facilities or were required to stay with their assigned age group. Students were still required to complete activities and assignments with both age groups.

Use of Results for Improvement

Students are expected to attempt to complete practicums with two age groups and two different settings. A rubric was created for grading the number of hours spent in different settings and ages while obtaining the required number of observation hours. In the past,

students received full credit for completing hours, but the rubric grade will reflect the true observation hours regarding the setting and age groups. Because of the Covid-19 restrictions students face, the true reflection of this change will not be able to be seen until Spring 2022 when these courses are offered again.

Additional Summary Notes

Were changes needed to improve student learning?

Yes. See the Use of Results section below where specific improvements will be addressed.

Patterns in the data observed:

The ECD 295 and 296 Practicum requirements are outlined to students. The practicums require participation in two different age groups and settings. Students are not following through with the guidelines. This is believed to be happening due to many ECD students working full-time in an early childhood setting. Students are allowed to count their work hours as practicum hours however, they have difficulty finding the time to be able to complete practicum hours with age groups that are outside of the age groups in their own classrooms. This pattern continued from the 2019-2020 Student Learning Outcomes assessment report.

Assessment of curriculum and learning activities continues to be a challenge for students. The data showed that they are improving but there is still a need for more improvement.

Identified Action Items to Improve Student Learning

- Review lesson plan assignment requirements to see where clarification can be made to improve student understanding of what is expected for family involvement. -PO #2
- Add grading criteria for the the extent of objective vs. subjective written observations to the case study. Students will be able to view the rubric along with information provided about writing objective observations. -PO #3
- Update program evaluation questions so they are open-ended to require comments instead of yes/no answers. -PO #6
- Examine assessment tool for professionalism. - PO #6
- Create reflection form in ECD 296 for implementation of ECD 247 lesson plan. -P0 #2, #3, #4, #5
- Create lead teacher evaluation form in ECD 295-296. -P0 #6
- Add student self-evaluation form to ECD 295-296. This will be discussed in the post-conference. -P0 #6
- Require ECD 237 students to observe in at least 2 different settings with 2 different age groups. -PO #7
- Visit students and supervisors at least twice during practicums and increase communication with site supervisors. -PO #4, #6, #7

Student Learning Outcomes (SLO) Report Addendum

Program Name: Early Childhood Development

Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2020-21 SLO report. (Use as many pages as necessary to describe.)

Program retention continues to be an issue for the ECD program. The Career Program Output Data for 2021 shows program retention trending at an average of 41% for the last four years. A change to the AAT Teacher Education program was approved in the Spring of 2020 for implementation in Fall 20. An Early Childhood certification pathway option was added. This change was made in anticipation that it will clarify the career pathway for Early Childhood students, therefore increasing retention numbers for the AAS in Early Childhood Development. Prior to the change, students were enrolled in Early Childhood Development believing this program would lead to state teacher certification. When students realized or were advised they were enrolled in the wrong program, they would drop the ECD program, leading to a decrease in retention.

Change 1: Outcome 3 Assessment

Assessing children's learning and writing measurable objectives are aspects students are still not grasping. Additional guidance for students was added to the lesson plan assessment assignment about the importance of including the section pertaining to

eliciting responses from children to assess the child's learning yet, less than 50% of students scored in Level III or above. This shows more information and practice needs to be given to students regarding assessment.

Change 2: Course Practicum Hours Change

The practicum observation/experience hours were reduced in 18-19. ECD observation hours were reduced to 30 from 45. ECD 295-296 were each reduced from 70 hours to 45 hours. Students have been successful in completing the number of observaion/practicum hours since this change. The completion of the hours were not able to be compared to the 19-20 data since practicums were not completed due to Covid-19.

Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

Change 1: Outcome 1 Outcome 3 Assessment

The expectation is to see a more accurate assessment of student learning outcomes.

Change 2: Course Practicum Hours Change

The expectation is to see a more accurate assessment of student learning outcomes.



THREE RIVERS COLLEGE

Teacher Education

AA

AAT

AAS

Program Level SLO Report

Dr. Faye Sanders – Program Manager

2020-2021

Program Purpose Statement

The Associate of Arts in Teaching Degree (AAT) provides the opportunity to complete a Bachelor of Arts or Bachelor Science in Education at a participating four-year transfer institution in the state of Missouri. Any Missouri community college student who has earned an AAT degree from any Missouri community college is guaranteed consistent treatment by the four-year institution in accordance with the Missouri Coordinating Board for Higher Education (CBHE) Credit Transfer Policy, Principles of Best Practices and related addenda and clarifying comments.

Program Outcomes

1. **Content Knowledge Aligned with Appropriate Instruction**-The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make aspects of subject matter meaningful and engaging for students.
2. **Student Learning, Growth and Development**-The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
3. **Curriculum Implementation**-The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district, and state standards data.
4. **Critical Thinking**-The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.
5. **Positive Classroom Environment**-The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
6. **Effective Communication**-The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. **Student Assessment and Data- Analysis**-The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.
8. **Professionalism**-. The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally to improve learning for all students.
9. **Professional Collaboration**-The teacher has effective working relationships with students, parents, school colleagues, and community members.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2020-2021 academic year.

Teacher Education: Program Outcomes Mapping

Program Outcome 1: Content Knowledge Aligned with Appropriate Instruct

Course	Course Learning Outcome (CLO)
EDUC 230: Foundations of Education in a Diverse Society	#1. Analyze the historical, philosophical, and sociological foundations of schooling in the United States to understand their effects on current educational practices and issues.
	#3. Illustrate educational governance, funding, and organization at the local, state, and federal levels

Program Outcome 2: Student Learning, Growth and Development

Course	Course Learning Outcome (CLO)
EDUC 210: Educational Psychology	#1. Demonstrate teaching methodologies used to engage students in subject matter and use appropriate strategies to meet individual student needs.
EDUC 230: Foundations of Education in a Diverse Society	#4. Recognize classroom, school, and community culture influence on student relationships and the impact on the classroom environment and learning

Program Outcome 3: Curriculum Implementation

Course	Course Learning Outcome
EDUC 270: Educational Technology	#1. Demonstrate competency in 21st century skills related to educational technology; specifically, social, ethical, legal, and human issues surrounding the use of technology to meet individual student needs.
	#2. Demonstrate methods, strategies, assistive and adaptive technology to maximize student learning among diverse learners, including English Language Learners.

Program Outcome 4: Critical Thinking

Course	Course Learning Outcome (CLO)
EDUC 210: Educational Psychology	# 4. Demonstrate the use of formative and summative assessment strategies to guide informed educational decisions using collaborative data analysis processes.
EDUC 230 Foundations of	#2 Demonstrate differing philosophic views and their effect on approaches to learning.

Education in
a Diverse
Society

#5. Recognize legal and ethical practices and the influence of district policies and school procedures on professional practice.

**Program Outcome 5:
Positive Classroom Environment**

Course	Course Learning Outcome (CLO)
EDUC 210: Educational Psychology	#2 Demonstrate a basic knowledge of principles of human development and how those principles guide theories of learning.
	#3 Apply strategies to increase student motivation, multidimensional development, and academic achievement for all learners.

**Program Outcome 6:
Effective Communication**

Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession w/Field Experience	#1 Demonstrate effective verbal and nonverbal communication techniques in an educational setting.
	#2. Analyze how effective teachers facilitate learner expression in speaking, writing, listening, and other media.

**Program Outcome 7:
Student Assessment and Data- Analysis**

Course	Course Learning Outcome (CLO)
EDUC 270 Educational Technology	#3. Develop technology strategies to facilitate a variety of formative and summative assessment techniques

**Program Outcome 8:
Professionalism**

Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession w/Field Experience	#4. Articulate the importance of reflective practice and continual professional growth.
EDUC 270: Educational Technology	#4 Demonstrate the use of technology to enhance personal and professional productivity

**Program Outcome 9:
Professional Collaboration**

Course	Course Learning Outcome (CLO)
EDUC 201: Teaching Profession w/Field Experience	#3 Examine the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.
	#5. Demonstrate methods to develop relationships with students, families, and communities in support of student learning.

Introduction

The nine program outcomes reflect the expected competencies of aspiring teacher candidates within the first two years of teacher education coursework. These same program outcomes continue throughout an aspiring teacher education candidate's third and fourth year of instruction at the four-year institution as well as throughout their teaching career to contribute to the Missouri teaching continuum as designed by DESE.

Program Learning Outcome #1 Rubric

Content Knowledge Aligned with Appropriate Instruction: *The teacher understands the central concepts, structures, and tools of inquiry of the discipline and creates learning experiences that make aspects of subject matter meaningful and engaging for students.*

Rubric Criteria	I	II	III	IV
Analyze the foundations of education and illustrate the effect on educational practices.	Fails to demonstrate the central concepts, structures, and tools of inquiry to create meaningful and engaging learning experiences	Demonstrates the central concepts, structures, or tools of inquiry but fails to create meaningful and engaging learning experiences.	Demonstrates the central concepts, structures, and tools of inquiry and creates meaningful and engaging learning experiences but requires prompts or assistance.	Demonstrates the central concepts, structures, and tools of inquiry and creates meaningful and engaging learning experiences.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 230	Foundations of Education in a Diverse Society	4	Fall - 38 Spring - 32 Summer - 5 Total - 75	Sections 1 Students 9	Sections 3 Students 72	Sections 0 Students 0	FT: 1 PT: 1	Yes

	I	II	III	IV	# of Students
Analyze the foundations of education and illustrate the effect on educational practice	0	0	5	70	75

Assessment Result

Program Outcome #1: Content Knowledge Aligned with Appropriate Instruction:

EDUC 230 Foundations of Education in a Diverse Society students complete a historical timeline, Info Graph, and participate in class discussion for the evaluation of Program Outcome #1. One hundred percent of students (n=75) scored in Level III or above in Program Outcome #1. Students illustrated their understanding of PO #1 through analysis and discussion with classmates. Artifacts require students to discuss the significant historical, financial, and social changes that effect educational practices in the classroom.

Seven percent of students (n=5) scored Level III for PO #1; these students were able to accurately analyze the changes effecting educational practices but were unable to communicate the connection of changes with their classmates during discussion.

Analysis

Seven percent of students (n=5) scored at Level III in PO #1. This was reflected in the creation of artifacts that were developed by the students. The artifacts demonstrated concepts and structures of the historical, financial, and social changes effecting educational practices but students in this level required instructor prompts to create communication within the discussion board to form connections between the changes and educational practices.

Ninety-three percent of students scored at Level IV in PO #1. This was reflected in the creation of artifacts developed by students. The artifacts demonstrated concepts and structures of the historical, financial, and social changes effecting educational practices to create engaging discussion within the discussion board.

Use of Results for Improvement

Students will continue to be required to construct the historical timeline and info graph to demonstrate the concepts and structures that effect educational practices. Additional instructor feedback will be provided to students upon the completion of their historical timeline and info graph to enable students to make the connection between the historical, financial, and social changes that have affected educational practices. In addition, the discussion board will be revised to designated group discussions rather than the course-wide discussion to determine if the smaller discussion may provide a greater opportunity for students to make the connections necessary to reach Level IV.

Program Learning Outcome #2 Rubric

Student Learning, Growth and Development. *The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.*

Rubric Criteria	I	II	III	IV
Demonstrate teaching methodologies and strategies to meet individual student's needs and recognize cultural influence.	Fails to demonstrate appropriate teaching methodologies/strategies to meet the individual needs of students and recognize cultural influence on learning.	Demonstrates appropriate teaching methodologies/strategies to meet the individual needs of students but is unable to recognize cultural influence on learning.	Demonstrates appropriate teaching methodologies/strategies to meet the individual needs of students and recognizes cultural influence on learning but requires prompts or assistance	Demonstrates appropriate teaching methodologies/strategies to meet the individual needs of students and recognizes cultural influence on learning

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
EDUC 210	Educational Psychology	3	F-7 Sp -33 Su -6 Total - 46	Sections 1 Students 7	Sections 2 Students 39	Sections 0 Students 0	FT: 1 PT: 1	Yes

	I	II	III	IV	# of Students
Demonstrate teaching methodologies and strategies to meet individual student's needs and recognize cultural influence.	0	1	6	39	46

Assessment Result

Program Outcome #2: Student Learning, Growth, and Development:

EDUC 210 Educational Psychology students construct a semester long project that contains a lesson plan, assessment plan, and classroom management plan, referred to as The Real Deal project. They are required to demonstrate methods and strategies within the lesson plan and assessment plan to accommodate diverse learners. Their classroom management plan must demonstrate an understanding of the cultural influence of diverse learners

Ninety-eight percent of students (n=44) scored in Level III or above for PO #2; demonstrating methods/strategies in lesson planning, assessment, and classroom management accommodating diverse learners.

Analysis

The results for PO #2 indicate students can demonstrate instructional methods/strategies, assessment strategies, and create a classroom management plan that meets the needs of a diverse student population. Eighty-five percent (n=39) of students created a lesson plan, assessment plan, and classroom management plan which meets the needs of diverse learners.

Thirteen percent (n =6) of students created a lesson plan, assessment plan, and classroom management plan but were unable to demonstrate methods or strategies that would meet the needs of diverse learners without requiring instructor prompts.

Two percent (n=1) of students did not create a lesson plan, assessment plan, or classroom management plan that demonstrated methods or strategies of instruction.

Use of Results for Improvement

Additional materials regarding cultural influence on the learning environment have been added to EDUC 210. Because EDUC 210 is only offered in the online modality, an additional discussion board will be added to assist students with making the connection of a student's culture on the learning process.

Program Learning Outcome #3 Rubric

Curriculum Implementation-*The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district, and state standards data.*

Rubric Criteria	I	II	III	IV
Demonstrate technology skills and strategies to meet the needs of diverse learners	Fails to demonstrate 21 st technology skills, methods/strategies to meet individual student needs, including ELL.	Demonstrates 21 st technology skills, or methods/strategies to meet individual student needs, but fails to include ELL.	Demonstrates 21 st technology skills, methods, strategies to meet individual student needs, including ELL, but requires prompts or assistance.	Demonstrates 21 st technology skills, methods, strategies to meet individual student needs, including ELL.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 270	Educational Technology	4	F – 27 W – 10 Sp – 41 Su – 12 Total - 90	Sections 0 Students 0	Sections 4 Students	0	FT 1 PT 0	Yes

	I	II	III	IV	# of Students
Demonstrate technology skills to maximize student learning to meet the needs of diverse learners including ELL's.	0	5	10	75	90

Assessment Result

Program Outcome #3 – Curriculum Implementation

EDUC 270 Educational Technology students create a flipped-classroom series of videos.

They are required to demonstrate technology skills that maximize student learning and meet the needs of diverse learners, including English language learners.

PO #3 was assessed in EDUC 270 Educational Technology.

Ninety-four percent of students (n=85) scored in Level III or above for PO #3; demonstrating technology skills to maximize student learning to meet the needs of diverse learners including ELL's. This was assessed by evaluating the flipped-classroom series for appropriate instructional strategies for the online modality as well as the demonstration of necessary accommodations for ELL's.

Five percent of students (n=5) scored in Level II for PO #3. Students scoring Level II demonstrated appropriate instructional strategies for the online modality but did not demonstrate necessary accommodations for ELL's.

Analysis

Educators need to be able to provide instruction in the online modality. The ability to provide instruction in the online modality in the public-school setting has always been a supplemental form of instruction. This supplemental form of instruction has been offered to students who are home-bound or experience excessive absenteeism. In addition, the flipped-classroom model provides for instruction outside the normal classroom hours leaving classroom hours for application. With the onset of the pandemic, it has become even more important that educators can adapt to remote instruction with little or no notice. Results of PO #3 assessment indicates that students can demonstrate instructional strategies to maximize learning while meeting the needs of diverse learners. These students were able to design a series of videos providing initial instruction, instruct diverse learners, and create/model assessment of the lesson they instructed.

Use of Results for Improvement

The planning process for the flipped-classroom series will be expanded to improve student learning by providing additional feedback to students to include ELL resources at the beginning of the planning process. Students scoring in Level III (n=10) required instructor assistance to include ELL strategies. Implementing additional planning requirements will allow students to develop the strategies from the beginning of the assignment task rather than adding the strategies after all planning has been completed.

Program Learning Outcome #4 Rubric

Critical Thinking. *The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.*

Rubric Criteria	I	II	III	IV
Demonstrate technology and assessment strategies that guide educational decisions.	Fails to demonstrate assessment strategies and technology strategies to guide educational decisions	Demonstrates assessment strategies and/or technology strategies but is unable to use them to guide educational decisions	Demonstrates assessment strategies and technology strategies to guide educational decisions but requires prompts or assistance.	Demonstrates assessment strategies and technology strategies to guide educational decisions.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 210	Educational Psychology	3	F -7 Sp - 33 Su - 6 Total - 46	Sections 1 Students 7	Sections 2 Students 39	Sections 0 Students 0	FT: 1 PT: 1	Yes
EDUC 230	Foundations of Education in a Diverse Society	4	F-38 Sp - 32 Su - 5 Total - 75	Sections 0 Students 0	Sections 4 Students 75	Sections 0 Students 0	FT: 1 PT: 0	Yes

Rubric Criteria	I	II	III	IV	# of Students
Demonstrate technology and assessment strategies that guide educational decisions.	0	2 (# of students per course) EDUC 230 2 EDUC 210 0	20 (# of students per course) EDUC 230 16 EDUC 210 4	99 (# of students per course) EDUC 230 57 EDUC 210 42	121 (# of students per course) EDUC 230 75 EDUC 210 46

Assessment Result

Program Outcome #4 – Critical Thinking

Assessment of PO #4 in EDUC 210 Educational Psychology requires students to analyze an assessment data set and design strategies to redirect instruction to address student needs.

Assessment of PO #4 in EDUC 230 Foundations of Education in a Diverse Society requires students to develop their philosophy of education to reflect emphasis on data driven instruction.

One hundred percent of students (n=46) in EDUC 210 Educational Psychology scored in Level III or above in PO #4: demonstrating technology and assessment strategies that guide educational decisions.

Nine percent of students (n=4) scored Level III requiring instructor prompts or assistance to complete the task of demonstration of technology and assessment strategies that guide educational decisions.

The data set assignment was assessed for the identification of strategies both technological and assessment that could be implemented to drive educational classroom decisions. Students were required to identify the outliers in the data set, analyze the assessment pieces for alignment to instruction, and form an educational plan to progress students to the mastery level.

Seventy-three percent of students (n=73) in EDUC 230 Foundations of Education in a Diverse Society scored in Level III or above in PO #4: demonstrating an understanding of the strategies needed to guide educational decisions in the classroom setting.

Twenty-one percent of students (n=16) scored Level III requiring instructor prompts or assistance to complete the task.

Three percent of students (n=2) scored Level II in PO#4 demonstrating strategies but were unable to apply those strategies to form educational decisions.

Evaluation of PO #4 was assessed using student created philosophies of education.

Critical thinking indicators were identified as the student's ability to state philosophical ideas that establish the responsibility of the educator to provide a data driven instructional model for the classroom environment.

Analysis

EDUC 210 – PO #4 evaluation indicates that students were able to demonstrate assessment and technological instructional strategies that may be used to guide educational classroom decisions.

Ninety-one percent (n=42) of students were able to demonstrate strategies and apply those strategies to form education decisions without instructor prompts. Students planned instructional goals following the data set analysis that would drive instruction.

Nine percent of students (n=4) were able to demonstrate strategies and with instructor prompts/assistance and were then able to plan instructional goals that would drive classroom instruction.

EDUC 230 – PO #4 evaluation indicates that students were able to demonstrate assessment and technological instructional strategies through statements within their philosophy of education that could be applied to drive future instruction in the classroom setting.

Seventy-six percent of students (n=57) without instructor prompts/assistance, indicated within their philosophy of education and the importance of data drive instruction in the educational setting.

Twenty-one percent (n=16), with instructor prompts/assistance, indicated within their philosophy of education the importance of data driven instruction in the educational setting.

Use of Results for Improvement

The data assessment activity provided in EDUC 210 Educational Psychology will be used as supplemental instruction in EDUC 230 Foundations of Education in a Diverse Society to reinforce the importance of data drive instruction in the educational setting.

Program Learning Outcome #5 Rubric

Positive Classroom Environment *The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.*

Rubric Criteria	I	II	III	IV
Demonstrate student motivation and student behavior modification strategies.	Fails to demonstrate strategies for student motivation or strategies for student behavior modification to promote an effective learning environment.	Demonstrates strategies for student motivation and/or strategies for student behavior modification but is unable to apply strategies to promote an effective learning environment.	Demonstrates strategies for student motivation or strategies for behavior modification to promote an effective learning environment but requires prompts or assistance.	Demonstrates strategies for student motivation and strategies for student behavior modification to promote an effective learning environment.

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Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 210	Educational Psychology	3	F – 7 Sp – 33 Su – 6 Total – 46	Sections 1 Students 0	Sections 2 Students 0	Sections 0 Students 0	FT 1 PT:	Yes

Rubric Criteria	I	II	III	IV	# of students
Demonstrate student motivation and student behavior modification strategies.	0	0	2	44	46

Assessment Result

Program Outcome # 5 Positive Classroom Environment

Students are required to use the theories of learning to create a classroom management plan for use in their future classroom. They are required to reflect on classroom management techniques, are provided instructor feedback, and then they construct a classroom management plan based upon one or more of the theories of classroom management.

The outcome was assessed in EDUC 210 Educational Psychology with the Real Deal Project.

One hundred percent of students (n=46) scored in Level III or above in PO #5; analyzing the classroom management techniques and developing a classroom management plan based upon those theories. During the 20-21 academic year self-check quizzes and additional instructor feedback was added to the development process of the classroom management plan, this attributes to the positive assessment results.

Analysis

The results for PO #5 indicate students understand the prescribed techniques of classroom management and can demonstrate those strategies through the creation of a classroom management plan.

Ninety-six percent of the students (n=44) were able to create an effective classroom management plan based upon one or more recognized classroom management strategies without instructor assistance.

Four percent of students (n=2) required instructor prompts or assistance to create an effective classroom management plan.

Use of Results for Improvement

Additional feedback, at an earlier point in the semester, will be provided to students during the classroom management planning process. In addition, classroom management plans popularly used in the classroom setting will be demonstrated and analyzed to determine which of the classroom management strategies already studied they most resemble.

Currently Class DOJO is used widely within the classroom setting and is available at no cost for the student.

Program Learning Outcome #6 Rubric

Effective Communication. *The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster inquiry.*

Rubric Criteria	I	II	III	IV
Demonstrate effective communication techniques in support of the learning environment	Fails to demonstrate effective communications techniques in support of the learning environment.	Demonstrates effective communication techniques but is unable to apply techniques in support of the learning environment.	Demonstrates effective communication techniques in support of the learning environment but requires prompts or assistance.	Demonstrates communication techniques in support of the learning environment

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 201	Teaching Profession w/Field Experience	3	F – 44 Sp - 36	Sections 1 Students 5	Sections 2 Students 75	0	FT 1 PT 1	Yes

	I	II	III	IV	# of Students
Demonstrate effective communication techniques in support of the learning environment	0	10	10	60	80

Assessment Result

Program Outcome #6 Effective Communication was assessed in EDUC 201 Teaching Profession w/Field Experience. At the beginning of the semester students are assigned and grouped in one of six Case Study students to follow throughout the semester. Each week the student must read the Chapter textbook case study and answer guided questions. Twice during the semester, the students collaborate within their case study group to form a parent teacher conference plan. At the end of the semester students participate in a Parent Teacher conference via ZOOM with an individual who portrays the parent or guardian of the case study student.

Seventy-seven percent of students (n=70) scored Level III or above in PO #6; demonstrating effective communication techniques in support of the learning environment.

This was assessed by challenging students throughout the ZOOM Parent Teacher

conference based upon areas identified throughout the textbook reading that should be addressed by a classroom teacher.

Twelve-point five percent of students (n=10) scored in Level II and were able to demonstrate effective communication techniques but were unable to apply those techniques by addressing their identified concerns with the parent/guardian.

Analysis

The results for PO #6 indicate students can demonstrate effective communication techniques with parents/guardians. Seventy-seven-point five percent were able to demonstrate effective communication techniques and to apply those techniques to support the learning environment, 12.5% of the 77.5% percent of students required instructor prompts.

Twelve-point-five percent of students were unable to apply the demonstrated techniques with the parent/guardian to address documented concerns to the learning environment.

Use of Results for Improvement

The Parent/Teacher Conference will be continued in EDUC 201 Teaching Profession w/Field Experience. Developing an effective relationship with a student's parent/guardian is essential in meeting the needs of the learning environment.

To improve student learning a pre-conference ZOOM opportunity will be provided to students to help them identify and make the connection of their case scenarios and the documented concerns that should be discussed with the parent/guardian.

The parent/teacher conference is conducted as a group activity and as such it may be possible that students are afraid to bring up the concerns in front of other students.

It is important to note that EDUC 201 is an introductory course designed to assist students in determining if the teaching profession is a good fit for their personal goals. It is possible that the 12.5% of students who scored in Level II may have already determined that teaching is not the profession they wish to pursue. Students who did not score in Level III or IV were not tracked to determine if they continued in the program. To improve program review, students who do not score in Level III and Level IV in EDUC 201 will be tracked to determine if they continue in the program or switch programs in future semesters.

Program Learning Outcome #7 Rubric

Student Assessment and Data Analysis-*The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.*

Rubric Criteria	I	II	III	IV
Demonstrate assessment strategies to plan instruction and ensure student success	Fails to demonstrate effective assessment strategies to plan ongoing instruction and ensure student academic progress.	Demonstrates effective assessment strategies but is unable to use them to plan ongoing instruction and ensure student academic progress.	Demonstrates effective assessment strategies to plan ongoing instruction and ensure student academic progress but requires prompts or assistance.	Demonstrates effective assessment strategies to plan ongoing instruction and ensure student academic progress.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 270	Educational Technology	4	F – 27 W – 10 Sp – 41 Su – 12 Total - 90	Sections 0 Students 0	Sections 4 Students 90	0	FT 1 PT 0	Yes

Rubric Criteria	I	II	III	IV	# of Students
Demonstrate assessment strategies to plan instruction and ensure student success	0	0	15	75	90

Assessment Result

Program Outcome #7: Student Assessment and Data Analysis

Students are required to complete a flipped-classroom video series for use in the online modality. A portion of this flipped-classroom model is to create formative and summative assessments to align with the instruction provided in the flipped series.

This outcome was assessed in EDUC 270 Educational Technology.

One hundred percent of students (n=90) scored Level III or above in PO #7; demonstrating assessment strategies to plan instruction and ensure student success.

Seventeen percent of students (n=15) scored Level III in PO #7 requiring instructor prompts or assistance to complete the task.

Analysis

The results for PO #7 indicate students understand the importance of assessment in the classroom and can design both formative and summative assessments.

One hundred percent of students (n=90) were able to create a formative and summative assessment with 17% (n =15) requiring instructor assistance.

Use of Results for Improvement

The flipped classroom video series will continue to be used in EDUC 270 for the assessment of PO #7.

Additional practice in the creation of formative and summative assessments will be provided earlier in the video series planning to implement a Quizlet or Google Form for use in the video series.

Program Learning Outcome #8 Rubric

Professionalism. *The teacher is a reflective practitioner who continually assesses the effects of choice and actions on others. The teacher actively seeks out opportunities to grow professionally to improve learning for all students.*

Rubric Criteria	I	II	III	IV
Recognize effects of personal choice, actions, and opportunities for growth on the learning environment	Fails to recognize effects of personal choice, actions, and growth opportunities on the learning environment.	Recognizes personal choices, actions and growth opportunities but does not recognize their effect on the learning environment.	Recognizes the effects of choice, actions, and growth opportunities on the learning environment, but requires prompts or assistance.	Recognizes the effects of personal choice, actions, and growth opportunities on the learning environment.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 201	Teaching Profession w/Field Exp.	3	F – 44 Sp – 36 Total - 80	Sections 1 Students 5	Sections 2 Students 75	0	FT 1 PT 1	Yes
EDUC 270	Educational Technology	4	F – 27 W – 10 Sp – 41 Su – 12 Total – 90	Sections 0 Students 0	Sections 4 Students 90	Sections 0 Students 0	FT 1 Pt 0	Yes

Rubric Criteria	I	II	III	IV	# of students
Recognize effects of personal choice, actions, and opportunities for growth on the learning environment	0	15	15	140	170

Assessment Result

Program Outcome #8 Professionalism

EDUC 201- Students are required to construct a teaching disposition self-assessment over a seven-week period throughout the semester. Students must define professionalism and evaluate their personal characteristics for evidence of professional practices. Feedback is provided each week by the instructor.

Eighty-four percent of students (n=67) scored Level III or above in PO #8; recognition of the effects of personal choice, actions, and growth opportunities on the learning environment.

Sixteen percent of students (n=13) scored Level II in PO #8; recognition of the effects of personal choice, actions, and growth opportunities but were unable to correlate their effect on the learning environment.

EDUC 270 – Students are required to create their own personal learning community using social media applications. Students must follow prescribed social media platforms and then must locate additional social media platforms that apply to the

specific grade level and discipline they wish to teach. Students must create a professional development plan.

Ninety-eight percent of students (n=88) scored Level III or above in PO #8; recognition of the effects of personal choice, actions, and growth opportunities on the learning environment.

Two percent of students (n=2) scored Level II in PO #8; students recognized their personal choices, actions, and opportunities for growth but were unable to make the correlation to the effects on the learning environment.

Analysis

The results for PO #8 indicate that students can recognize their personal choices, actions, and opportunities for growth.

Eighty-two percent of students in the combined classes of EDUC 201 and EDUC 270 scored in Level IV and were able to recognize the effects of personal choice, actions, and growth opportunities on the learning environment in their future classroom.

Use of Results for Improvement

The teaching disposition self-assessment will be continued in EDUC 201 as will the creation of a personal professional development plan in EDUC 270. Case scenarios will be provided in both EDUC 201 and EDUC 270 that introduce the negative effects of personal choice, actions, and the failure to plan growth opportunities in the learning environment. This added activity may help students to realize the importance of being cognizant of their personal choices, actions, and opportunities for growth as they enter

the teaching profession and more importantly how those choices effect the learning environment of their future classroom.

Program Learning Outcome #9 Rubric

Professional Collaboration. *The teacher has effective working relationships with students, parents, school colleagues and community members.*

Rubric Criteria	I	II	III	IV
Recognize the importance of effective working relationships with students, parents, colleagues, and community members	Fails to recognize the importance of effective working relationships with students, parents, colleagues, and community members.	Recognizes working relationships with students or parents or colleagues or community members but fails to recognize their importance.	Recognizes the importance of effective working relationships with students, parents, colleagues, and community members, but requires prompts or assistance.	Recognizes the importance of effective working relationships with students, parents, colleagues, and community members.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EDUC 201	Teaching Profession w/Field Exp	3	F – 44 Sp – 36 Total - 80	Sections 1 Students 5	Sections 2 Students 75	0	FT 1 PT 1	Yes

Rubric Criteria	I	II	III	IV	# of Students
Recognize the importance of effective working relationships with students, parents, colleagues, and community members	0	13	7	60	80

Assessment Result

Program Learning Outcome #9: Professional Collaboration.

Students are required to participate in a semester long case study which culminates in a Parent/Teacher conference at the end of the semester. During this case study students read and take notes on the case study throughout textbook chapters. Students then collaborate with classmates who share the same case study student to form a plan to work with the parent, student, fellow teachers, and relevant community members to address the needs and concerns of the case study student.

Eighty-four percent of students (n=67) scored Level III or above on PO #9; recognition of the importance of effective relationships with students, parents, colleagues, and

community members. This was assessed by evaluation of two collaborative discussion boards where students are required to begin to form a plan to work together as colleagues to design an individualized education plan for the case study student. In addition, their collaboration must address the challenges faced by the student and must be shared with the parent/guardian at the Parent/Teacher conference at the end of the semester.

Sixteen percent of students (n=13) scored Level II on PO #9; recognizing the relationship between the teacher and stakeholders but were unable to demonstrate the importance of these relationships through the creation of an individualized education plan.

Analysis

The results for PO #9 indicate students can recognize the importance of stakeholder relationships and are able to then develop an individualized education plan for their assigned case study student; with 9% of students (n=7) requiring instructor prompts/assistance to complete the task.

Sixteen percent of students (n=13) were unable to create an individualize education plan for their case study student. It is important to reiterate that EDUC 201 Teaching Profession w/Field Experience is an introductory course designed to enable students to determine if the teaching profession is appropriate for their academic goals. Students scoring below Level III may have determined that the teaching profession is no longer a goal for them personally. As stated in Program Outcome #7 analysis, students scoring in Level I and II will be tracked beginning in the 21-22 academic year, to determine if they are continuing in the program or switching programs.

Use of Results for Improvement

Effective working relationships among stakeholders is vital to the success of students. The Case Study project is reflective of the school environment and as such provides students with the opportunity to become familiar with their case study student as well as all the stakeholders which have a significant bearing on the learning environment of the student.

The Case Study project will be continued in EDUC 201. To improve student learning additional resources will be provided to students earlier in the semester at both group collaborative points in the discussion boards. Collaborative discussion boards will be revised to include the parent/teacher connection (the instructor) at an earlier point within the semester.

Additional Summary Notes

Were changes needed to improve student learning?

Yes. Strategies to improve student learning in Program Outcomes 1-9 are listed in the Use of Results section of each Program Outcome data set.

Patterns in the data observed:

EDUC 201 Teaching Profession w/Field Experience is an introductory course and is used to assist students in determining if teaching is an appropriate profession for their personal disposition. In addition, throughout the course advisement is provided to students who are unclear if they wish to continue within the teacher education program. As a result, it is expected that those students who have determined they no longer wish to continue within the program do not strive to complete the measured assessment activities designed within the course.

Identified Action Items to Improve Student Learning

- Program Outcome #1 -EDUC 230 The assessed discussion board will be revised from a whole class DB to a grouped model. Additional instructor feedback will be provided to students during the discussion board to assist students in making the connections between their historical time-line and Info graph.

- Program Outcome #2 -EDUC 210 Additional materials regarding cultural influence on the learning environment have been added to EDUC 210. An additional discussion board will be added to assist students with making the connection of a student's culture on the learning process.
- Program Outcome #3 -EDUC 270 The planning process for the flipped-classroom series will be expanded to improve student learning by providing additional feedback to students to include ELL resources at the beginning of the planning process.
- Program Outcome #4 -EDUC 230 The data assessment activity provided in EDUC 210 Educational Psychology will be used as supplemental instruction in EDUC 230 Foundations of Education in a Diverse Society to reinforce the importance of data drive instruction in the educational setting.
- Program Outcome #5 -EDUC 210 Additional feedback, at an earlier point in the semester, will be provided to students during the classroom management planning process. Students will complete a learning theory plan for each of the four theories reviewed. In addition, classroom management plans popularly used in the classroom setting will be demonstrated and analyzed to determine which of the classroom management strategies already studied they most resemble.
- Program Outcome #6 -EDUC 201 To improve student learning a pre-conference ZOOM opportunity will be provided to students to help them identify and make the connection of their case scenarios and the documented concerns that should be discussed with the parent/guardian.

- Program Outcome #7 -EDUC 270 Additional practice in the creation of formative and summative assessments will be provided earlier in the flipped video series planning to implement a Quizlet or Google Form for use in the video series.
- Program Outcome #8 - Case scenarios will be provided in both EDUC 201 and EDUC 270 that introduce the negative effects of personal choice, actions, and the failure to plan growth opportunities in the learning environment.
- Program Outcome #9 EDUC 201 -Group collaborative discussion boards will be revised to include a ZOOM conference opportunity to allow students to practice making the parent/teacher connection.

- Additional instructor feedback will be provided at an earlier stage in the semester in both EDUC 210 and EDUC 201 to provide more time for planning.

Student Learning Outcomes (SLO)

Report Addendum

Program Name: Teacher Education

Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2020-21 SLO report. (Use as many pages as necessary to describe.)

Change1: Change of Modality

EDUC 201 Teaching Profession w/Field Experience was offered in the online modality beginning in Fall 2019. Offering EDUC 201 in the online modality now completes the online teaching program. During FY 20 and FY 21 a noticeable shift occurred from face-to-face enrollment to online enrollment.

As a result of the online programming, advisement has been added to each course and specifically students in EDUC 201 are required to attend a minimum of four virtual meetings throughout the semester. This design has enabled an increase in instructor/student relationships. The intrusive advisement model has also allowed students to express their concerns about teaching as their profession and has allowed the instructor to identify the areas of the student's disposition that may indicate the profession is not appropriate for them.

Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

During FY 20 fifty-three percent of EDUC 201 Teaching Profession w/Field Experience students were enrolled in a face-to-face course while forty-six percent of students were enrolled in an online course.

During FY 21 thirty-six percent of EDUC 201 students were enrolled in a face-to-face course while sixty-four percent of students were enrolled in an online course.

Additional areas to be identified in future student learning outcome assessment will be the tracking of EDUC 201 student's semester-to-semester. To better analyze students scoring Level I and Level II, students will be tracked to determine if they are still enrolled at the institution and if so if they are still enrolled in EDUC courses or have switched programs.

Current Output data used for program assessment has been EPP graduation data reported to the Department of Elementary and Secondary Education and retention data taken from the institutional factbook. Beginning Fall of 2021, EDUC 201 students are being tracked to determine if they are enrolled in EDUC courses during the Spring 2022 semester and if not, are they enrolled in other college programs. This semester-to-semester individualized tracking

will help to determine if the change in modality and intrusive advising model has been successful in retaining teacher education candidates and determine if students who score in the Level I & II categories do so because they have chosen not to pursue the teaching profession or if additional differentiation must occur to improve student learning.



THREE RIVERS COLLEGE

IT Specialist AAS

Program Level SLO Report

Dr. Michael Malone – Program Manager

2020-2021

Program Purpose Statement

Program Purpose Statement: Career and Technical Education. The IT Specialist program prepares students for entry-level positions in information technology field. IT Specialists work with the software and hardware of computer systems and networks, maintain and troubleshoot computer systems and networks, help install software and hardware, and provide customer service to end users within a network.

Program Outcomes

1. Demonstrate the ability to verbally and nonverbally communicate in a professional manner.
2. Apply skills learned to troubleshoot computer and network issues in a timely fashion.
3. Demonstrate a foundational knowledge of computer systems both hardware and software.
4. Demonstrate a foundational knowledge of networking systems both hardware and software.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 19-20 academic year.

Information Technology Specialist: Program Outcomes Mapping

Program Outcome 1: Demonstrate the ability to verbally and nonverbally communicate in a professional manner.	
Course	Course Learning Outcome (CLO)
MST 115: IT Essentials	Explain the purpose of preventative maintenance and identify the elements of the troubleshooting process. (CLO 4)
	Assess customer needs, analyze possible configurations, provide solutions or recommendations for hardware, operating systems, networking, and security. (CLO 11)
MST 117: Linux Essentials	Explain and show how to search and extract data from Linux files. (CLO 8)
	Express a basic understanding of the concept of scripting. (CLO 9)
	List components of desktop and server computers. (CLO 10)
	Describe where data is stored on a Linux system. (CLO 11)
	Demonstrate how to query vital network settings for a Linux computer on a Local Area Network. (CLO 12)
	List and describe types of users on a Linux system. (CLO 13)
	Create users and groups on a Linux system. (CLO 14)
	Manage Linux file permissions and ownership. (CLO 15)
Define and identify special Linux directories and file. (CLO 16)	
MST 118: Introduction to Networking	Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 network. (CLO 4)
MST 135: Customer Service and Support	Recognize the importance of and demonstrate effective and professional verbal and written communication in a business/information technology environment. (CLO 1)
	Create professional documents and presentations relative to the information technology industry. (CLO 2)
	Describe troubleshooting theory and solve problems using the troubleshooting process. (CLO 3)
	Describe and demonstrate good customer service skills. (CLO 4)
MST 217: Network Security	Define information security and explain why it is important. (CLO 1)
	Identify the areas of security vulnerability in a distributed computing environment. (CLO 2)
	Identify vulnerabilities and misconfigurations in major wireless network technologies. (CLO 3)
MST 226: Connecting Networks	Develop a Network Security Plan. (CLO 4)
MST 235: IT Practicum and Survey	Design network architectures for borderless networks, data centers, and collaboration. (CLO 7)
	Design and plan a Microsoft Active Directory instance. (CLO 2)
	Design, configure, and implement network switch installation using subnets and VLANs. (CLO 4)
	Design and implement network security measures on servers and switches. (CLO 5)
	Define and implement a role-based security model and permissions in the classroom lab environment. (CLO 8)
MST 235: IT Practicum and Survey	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review. (CLO 9)

Program Outcome 1 (continued)

MST 197: Coordinated Internship I	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)
MST 297: Coordinated Internship II	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)

Program Outcome 2:

Apply skills learned to troubleshoot computer and network issues in a timely fashion.

Course	Course Learning Outcome (CLO)
MST 115: IT Essentials	Perform preventative maintenance and basic troubleshooting. (CLO 9)
MST 117: Linux Essentials	Describe considerations for choosing an operating system. (CLO 2)
	Demonstrate and use help commands and navigate help systems when using Linux. (CLO 6)
MST 118: Introduction to Networking	Build a simple Ethernet network using routers and switches. (CLO 5)
MST 128: Networking - Routing and Switching	Configure and troubleshoot basic operations of a small switched network. (CLO 3)
	Configure and troubleshoot basic operations of routers in a small routed network. (CLO 4)
	Configure and troubleshoot VLANs and inter-VLAN routing. (CLO 5)
MST 135: Customer Service and Support	Describe troubleshooting theory and solve problems using the troubleshooting process. (CLO 3)
	Describe and demonstrate good customer service skills. (CLO 4)
MST 217: Network Security	Define information security and explain why it is important. (CLO 1)
	Identify the areas of security vulnerability in a distributed computing environment. (CLO 2)
	Identify vulnerabilities and misconfigurations in major wireless network technologies. (CLO 3)
	Develop a Network Security Plan. (CLO 4)
MST 225: Scaling Networks	Configure and troubleshoot DHCP and DNS operations for IPv4 and IPv6. (CLO 1)
	Describe the operations and benefits of the Spanning Tree Protocol (STP). (CLO 2)
	Configure and troubleshoot STP operations. (CLO 3)
	Describe the operations and benefits of link aggregation and Cisco VLAN Trunk Protocol (VTP). (CLO 4)
	Configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6. (CLO 5)
	Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6. (CLO 6)
	Manage Cisco IOS® Software licensing and configuration files. (CLO 7)
MST 226: Connecting Networks	Describe the operations and benefits of virtual private networks (VPNs) and tunneling. (CLO 1)
	Describe different WAN technologies and their benefits. (CLO 2)
	Configure and troubleshoot serial connections. (CLO 3)
	Configure and troubleshoot broadband connections. (CLO 4)

Program Outcome 2 (continued)

	Configure and troubleshoot IPSec tunneling operations. (CLO 5)
	Monitor and troubleshoot network operations using syslog, SNMP, and NetFlow. (CLO 6)
	Design network architectures for borderless networks, data centers, and collaboration. (CLO 7)
MST 227: IT Programming	Demonstrate an understanding of the program development process and programming rules. (CLO 1)
	Apply knowledge of objects, events and properties as they apply to and influence program performance. (CLO 2)
	Create programs that meet the needs of the user. (CLO 3)
MST 235: IT Practicum and Survey	Design and plan a Microsoft Active Directory instance. (CLO 2)
	Design, configure, and implement network switch installation using subnets and VLANs. (CLO 4)
	Design and implement network security measures on servers and switches. (CLO 5)
	Troubleshoot server operation and network connectivity issues using lab environments created in the classroom. (CLO 6)
	Configure and implement a Microsoft Hyper-V hypervisor and virtual machines for Windows Server using Command Line. (CLO 7)
	Define and implement a role-based security model and permissions in the classroom lab environment. (CLO 8)
	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review. (CLO 9)
MST 197: Coordinated Internship I	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)
MST 297: Coordinated Internship II	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)

Program Outcome 3:**Demonstrate a foundational knowledge of computer systems both hardware and software.**

Course	Course Learning Outcome
MST 115: IT Essentials	Define information technology (IT) and describe the components of a personal computer. (CLO 1)
	Describe how to protect self, equipment, and the environment from accidents, damage, and contamination. (CLO 2)
	Perform a step-by-step assembly of a desktop computer. (CLO 3)
	Explain the purpose of preventative maintenance and identify the elements of the troubleshooting process. (CLO 4)
	Install and navigate an operating system. (CLO 5)
	Configure computers to connect to an existing network. (CLO 6)
	Upgrade or replace components of a laptop based on customer needs. (CLO 7)
	Describe the features and characteristics of mobile devices. (CLO 8)
	Perform preventative maintenance and basic troubleshooting. (CLO 9)
	Assess customer needs, analyze possible configurations, and provide solutions or recommendations for hardware, operating systems, networking, and security. (CLO 11)
MST 117: Linux Essentials	Define and identify Linux as an operating system. (CLO 1)
	Describe considerations for choosing an operating system. (CLO 2)
MST 117: Linux Essentials	Describe the basics of open source software and licensing. (CLO 3)
	Demonstrate basic knowledge of working with Linux. (CLO 4)
	Demonstrate and use basic Linux command line skills. (CLO 5)
	Demonstrate and use help commands and navigate help systems when using Linux. (CLO 6)
	Demonstrate how to work with Linux files and directories. (CLO 7)
	Explain and show how to search and extract data from Linux files. (CLO 8)
	Express a basic understanding of the concept of scripting. (CLO 9)
	List components of desktop and server computers. (CLO 10)
	Describe where data is stored on a Linux system. (CLO 11)
	Demonstrate how to query vital network settings for a Linux computer on a Local Area Network. (CLO 12)
	List and describe types of users on a Linux system. (CLO 13)
	Create users and groups on a Linux system. (CLO 14)
	Manage Linux file permissions and ownership. (CLO 15)
	Define and identify special Linux directories and file. (CLO 16)
MST 118: Introduction to Networking	Build a simple Ethernet network using routers and switches. (CLO 5)
MST 217: Network Security	Identify the areas of security vulnerability in a distributed computing environment. (CLO 2)
	Identify vulnerabilities and misconfigurations in major wireless network technologies. (CLO 3)

Program Outcome 3 (continued)

MST 225: Scaling Networks	Configure and troubleshoot DHCP and DNS operations for IPv4 and IPv6. (CLO 1)
	Describe the operations and benefits of the Spanning Tree Protocol (STP). (CLO 2)
	Configure and troubleshoot STP operations. (CLO 3)
	Describe the operations and benefits of link aggregation and Cisco VLAN Trunk Protocol (VTP). (CLO 4)
	Configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6. (CLO 5)
	Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6. (CLO 6)
	Manage Cisco IOS® Software licensing and configuration files. (CLO 7)
MST 226: Connecting Networks	Describe the operations and benefits of virtual private networks (VPNs) and tunneling. (CLO 1)
	Describe different WAN technologies and their benefits. (CLO 2)
	Configure and troubleshoot serial connections. (CLO 3)
	Configure and troubleshoot broadband connections. (CLO 4)
	Configure and troubleshoot IPsec tunneling operations. (CLO 5)
	Monitor and troubleshoot network operations using syslog, SNMP, and NetFlow. (CLO 6)
MST 227: IT Programming	Design network architectures for borderless networks, data centers, and collaboration. (CLO 7)
	Demonstrate an understanding of the program development process and programming rules. (CLO 1)
	Apply knowledge of objects, events and properties as they apply to and influence program performance. (CLO 2)
MST 235: IT Practicum and Survey	Create programs that meet the needs of the user. (CLO 3)
	Troubleshoot server operation and network connectivity issues using lab environments created in the classroom. (CLO 6)
MST 197: Coordinated Internship I	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review. (CLO 9)
	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)
MST 297: Coordinated Internship II	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)

Program Outcome 4:**Demonstrate a foundational knowledge of networking systems both hardware and software.**

Course	Course Learning Outcome (CLO)
MST 117: Linux Essentials	Demonstrate and use basic Linux command line skills. (CLO 5)
MST 118: Introduction to Networking	Describe the devices and services used to support communications in data networks and the Internet.
	Describe the role of protocol layers in data networks. (CLO 1)
	Describe the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments. (CLO 2)
	Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 network. (CLO 3)
	Build a simple Ethernet network using routers and switches. (CLO 4)
	Use command-line interface (CLI) commands to perform basic router and switch configurations. (CLO 5)
MST 128: Networking - Routing and Switching	Describe enhanced switching technologies such as VLANs, VLAN Trunking Protocol, Rapid Spanning Tree Protocol, and 802.1q. (CLO 1)
	Describe basic switching concepts and the operation of Cisco switches. (CLO 2)
	Configure and troubleshoot basic operations of a small switched network. (CLO 3)
	Configure and troubleshoot basic operations of routers in a small routed network. (CLO 4)
	Configure and troubleshoot VLANs and inter-VLAN routing. (CLO 5)
	Describe the operations of Dynamic Host Configuration Protocol and Domain Name System for IPv4 and IPv6. (CLO 6)
MST 217: Network Security	Identify the areas of security vulnerability in a distributed computing environment. (CLO 2)
	Identify vulnerabilities and misconfigurations in major wireless network technologies. (CLO 3)
	Develop a Network Security Plan. (CLO 4)
MST 218: Server Administration	Administer the latest version of Windows Server. (CLO 1)
	Manage the latest version of Windows Server. (CLO 2)
	Install server roles. (CLO 3)
	Configure server roles. (CLO 4)
	Create Active Directory objects such as; organization units, users, computers, and groups. (CLO 5)
MST 219: Advanced Server Administration	Manage access to shared resources. (CLO 1)
	Design routing, remote access, and wireless access in Windows Server. (CLO 2)
	Manage security in Windows Server. (CLO 3)
	Monitor Windows Server using built-in and downloadable utilities. (CLO 4)

Program Outcome 4 (continued)

MST 225: Scaling Networks	Configure and troubleshoot DHCP and DNS operations for IPv4 and IPv6. (CLO 1)
	Describe the operations and benefits of the Spanning Tree Protocol (STP). (CLO 2)
	Configure and troubleshoot STP operations. (CLO 3)
	Describe the operations and benefits of link aggregation and Cisco VLAN Trunk Protocol (VTP). (CLO 4)
	Configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6. (CLO 5)
	Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6. (CLO 6)
	Manage Cisco IOS® Software licensing and configuration files. (CLO 7)
MST 226: Connecting Networks	Describe the operations and benefits of virtual private networks (VPNs) and tunneling. (CLO 1)
	Describe different WAN technologies and their benefits. (CLO 2)
	Configure and troubleshoot serial connections. (CLO 3)
	Configure and troubleshoot broadband connections. (CLO 4)
	Configure and troubleshoot IPsec tunneling operations. (CLO 5)
	Monitor and troubleshoot network operations using syslog, SNMP, and NetFlow. (CLO 6)
	Design network architectures for borderless networks, data centers, and collaboration. (CLO 7)
MST 227: IT Programming	Apply knowledge of objects, events and properties as they apply to and influence program performance. (CSO 2)
	Create programs that meet the needs of the user. (CSO 3)
MST 235: IT Practicum and Survey	Configure Microsoft Windows Server and its various roles. (CLO 1)
	Design and plan a Microsoft Active Directory instance. (CLO 2)
	Install, configure, and manage Microsoft Windows Server infrastructure for Active Directory, file/print, DNS, Exchange, DHCP, Network Printing, and Remote Access. (CLO 3)
	Design, configure, and implement network switch installation using subnets and VLANs. (CLO 4)
	Design and implement network security measures on servers and switches. (CLO 5)
	Configure and implement a Microsoft Hyper-V hypervisor and virtual machines for Windows Server using Command Line. (CLO 7)
	Define and implement a role-based security model and permissions in the classroom lab environment. (CLO 8)
	Develop and communicate an IT infrastructure plan including components, costs, and implementation steps required appropriate for a business management review. (CLO 9)
MST 197: Coordinated Internship I	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)
MST 297: Coordinated Internship II	Participate in a structured internship based in a workplace and receive real world, hands-on experience. (CLO 1)

Introduction

This report is the annual assessment of program level student learning outcomes for the AAS in Information Technology Specialist program. The data and information have been collected and analyzed from the Fall 2019 and Spring 2020 semesters. Artifacts used to measure the outcomes came from the following courses: MST 115 IT Essentials, MST 118 Introduction to Networking, MST 135 IT Customer Service and Support, MST 225 Scaling Networks, and MST 235 IT Practicum and Survey. Student data collected from student assessments using hands-on activities or chapter quizzes and instructors' observations of students skills demonstrated during labs.

Cisco certification exams were offered in MST 128 Networking: Routing and Switching and MST 226 Connecting Networks. Cisco is the industry-standard in computer technology and networking and provide curriculum and study materials for MST 118, MST 128, MST 225, and MST 226. Holding a Cisco certification can earn an entry-level business employee more in annual salary than uncertified peers. Students received full objective-by-objective review and detailed procedures to help build the skills measured by the exam. The review materials divide exam coverage into chapters representing groups of core, related skill sets that correspond to Cisco exam objectives.

Program Outcome #1

Demonstrate how to verbally and nonverbally communicate in a professional manner

Rubric

	I	II	III	IV
Formal Writing	<p>Writing was unclear and disorganized. Thoughts rambled and made little sense. There were numerous spelling, grammar, or syntax errors throughout the responses that impeded the reader.</p>	<p>Writing was unclear and/or disorganized. Thoughts were not expressed in a logical manner. There were a moderate number of spelling, grammar, or syntax errors throughout the responses that may or may not have detracted from the clarity of the writing.</p>	<p>Writing was mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts were expressed in a coherent and logical manner. There were some minor errors in sentence construction, usage, grammar, or mechanics. These errors did not detract from the clarity of the writing.</p>	<p>Writing was clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts were expressed in a coherent and logical manner. Few, if any, minor errors in sentence construction, usage, grammar, or mechanics.</p>
Present information in technical specific language	<p>Presentation style and language does not demonstrate a basic understanding of technical jargon and is not appropriate.</p>	<p>Presentation style and language demonstrates a basic understanding of technical jargon, but is confusing or not efficient.</p>	<p>Presentation style and language used demonstrates understanding of technical jargon.</p>	<p>Presentation style and language used demonstrates understanding of technical jargon and is at a consistently high standard.</p>
Present information in an informal language	<p>Presentation style and language does not demonstrate a basic understanding of technical jargon nor relay information in layman terms.</p>	<p>Presentation style and language demonstrates a basic understanding of technical jargon, but cannot relay information in layman terms.</p>	<p>Presentation style and language used demonstrates understanding of technical jargon and relays information in layman terms.</p>	<p>Presentation style and language used demonstrates understanding of technical jargon and relays information in layman terms at a consistently high standard.</p>

Program Outcome #1 Rubric (continued)

	I	II	III	IV
Access information	Does not access information to accomplish the purpose of the assignment.	Accesses information that fails to contribute to the purpose of the assignment.	Accesses information to accomplish the purpose of the assignment.	Accesses additional information to enhance the purpose of the assignment.
Use information appropriately to accomplish a specific purpose	Does not use the required sources to accomplish the purpose of the assignment.	Uses the required sources appropriately, but fails to accomplish the purpose of the assignment.	Uses the required sources appropriately to accomplish the purpose of the assignment.	Uses the required sources appropriately to accomplish the purpose of the assignment and makes further inferences/implications.
Evaluate information and sources critically	Does not evaluate information and fails to assess the accuracy, authority, and timeliness.	Evaluates information, but fails to assess accuracy and/or authority and/or timeliness.	Evaluates information to assess accuracy, authority, and timeliness.	Evaluates information to assess accuracy, authority, and timeliness and makes further inferences/implications.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 135	IT Customer Service & Support	1	9	Sections 1 Students 7	Sections 0 Students 0	Sections 0 Students 0	FT 1 PT 0	Yes
MST 235	IT Practicum & Survey	1	3	Sections 1 Students 3	Sections 0 Students 0	Sections 0 Students 0	FT 1 PT 0	Yes

Course being reported: MST 135 IT Customer Service and Support

	I	II	III	IV	# of Students
Formal Writing	0	0	4	4	8*
Present information in technical language	0	7	2	0	9
Present information in informal language	0	1	6	1	8*
Access Information	0	0	0	9	9
Use information appropriately	2	3	3	1	9
Evaluate information critically	0	9	0	0	9
* There were 9 students enrolled in this course but not all students completed the artifacts used in assessing on this outcome.					

Course being reported: MST 235 IT Practicum & Survey

	I	II	III	IV	# of Students
Formal Writing	0	0	1	2	3
Present information in technical language	0	0	2	1	3
Present information in informal language	0	0	0	3	3
Access Information	0	0	0	3	3
Use information appropriately	0	0	0	3	3
Evaluate information critically	0	0	0	3	3

Assessment Result

Program Outcome #1: Demonstrate how to verbally and nonverbally communicate in a professional manner.

Assessment Artifact for MST 135: Students are assessed on assignments in which they write a reflection or research paper, create presentation slides and verbally present their project to the class. Some of these assignments are completed individually and other assignments are completed as a group.

This course was not assessed for Spring 2020. During Academic Year 2020-2021 9 students were enrolled in MST 135 IT Customer Service and Support.

Assessment Artifact for MST 235: Students work on five projects throughout the semester to design, implement, maintain, and troubleshoot a real-world network system on a secured network within the classroom. Student present both written papers and give a verbal presentation of their assignment.

This course was not assessed for Spring 2020. During Academic Years 2020-2021 3 students were enrolled.. This course is designed to incorporate all content knowledge from all previous MST courses and aligns with PLO 1, 2, and 4. This course is taken in Year 2, Semester 2.

Action Plan for Next Year

It can be seen that students in MST 135 do show some limitations in their use of both technical and informal language. This is only to be expected, however, as this is the first class that sets any expectations on written work. Although the sample is admittedly small and it is dangerous to draw any conclusions, students appear to have improved by the final semester (MST 235). The fact that improvement is showing over the course of program is an indicator that no action is necessary.

These two courses are the only two used for assessment that maintain their previous content in the new curriculum. MST 135 has been moved to the final semester to correlate with a focus on the workplace in that semester. Necessarily, assessment measures will need to be revised. With both of these courses taking place in the final semester, one of these courses will likely be dropped from the assessment. Because of this, some writing assignments will need to be incorporated into earlier courses in order to provide assessment earlier. This could be done via discussion assignments, such as are already in place in MST 218 Server Administration I (2nd Semester of 1st Year), and planned for MST 219 Server Administration II and MST 220 Server Administration II.

While the content both of these courses has not changed with the recent major curriculum revision, it is difficult to make any major changes to any part of the curriculum. Accordingly, no further changes will be made until assessments are done in the context of the new curriculum. The Program Manager will consult with the Institutional Effectiveness office to create a new assessment structure.

Program Outcome #2

Apply skills learned to troubleshoot computer and network issues in a timely fashion.

Rubric

	I	II	III	IV
Configuration	Relevance or credibility of evidence is not established.	Identifies hardware and software components for a given scenario.	Implements an appropriate hardware and software configuration for a given scenario, such as configuring assistive technology on a desktop for an ADA accommodation.	Compares several hardware and software configurations for a given scenario and recommends the best solution.
Problem Analysis	Relevance or credibility of evidence is not established.	Lists appropriate methods or techniques to identify and resolve end-user IT problems.	Investigates a given problem using appropriate methods or techniques, including communication and technical strategies.	Analyzes an end-user IT problem to successful resolution.
Troubleshoot Issues using the CISCO theory	Relevance or credibility of evidence is not established.	Investigates a given networking problem without using appropriate methods or techniques.	Investigates a given networking problem using appropriate methods or techniques	Solves a given networking problem using appropriate methods and provides documentation.
Proper Application of the OSI Model	Relevance or credibility of evidence is not established.	Lists the layers, protocols or components of the OSI model inaccurately or insufficiently.	Describes the layers, names the major protocols and describes the common components of the OSI model.	Explains the interaction of the OSI model layers in the encapsulation process.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved ?
MST 115	IT Essentials	1	11	Sections 2 Students 11	Sections 0 Students 0	Sections 0 Students 0	FT: 0 PT: 1	Yes
MST 118	Introduction to Networking	1	10	Sections 1 Students 10	Sections 0 Students 0	Sections 0 Students 0	FT: 0 PT: 1	Yes
MST 235	IT Practicum & Survey	1	3	Sections 1 Students 3	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	Yes

Course being reported: MST 115 IT Essentials

	I	II	III	IV	# of Students
Configuration	0	1	0	8	10*
Problem Analysis	0	2	0	9	11
Troubleshoot Issues using the CISCO theory	n/a	2	1	8	11
Proper Application of the OSI Model**	n/a	n/a	n/a	n/a	n/a

* There were 11 students enrolled in this course but not all students completed the artifact used in assessing on this outcome.

** The OSI Model is not covered in this course

Course being reported: MST 118 Introduction to Networking

	I	II	III	IV	# of Students
Configuration	0	0	0	9	9*
Problem Analysis	0	0	0	9	9*
Troubleshoot Issues using the CISCO theory	0	0	0	8	8*
Proper Application of the OSI Model*	1	1	1	5	10

* There were 10 students enrolled in this course but not all students completed the artifacts used in assessing on this outcome.

Course being reported: MST 235 IT Practicum & Survey

	I	II	III	IV	# of Students
Configuration	0	0	0	3	3
Problem Analysis	0	0	0	3	3
Troubleshoot Issues using the CISCO theory	0	0	3	0	3
Proper Application of the OSI Model	0	0	0	3	3

Assessment Result

Program Outcome #2 – Apply skills learned to troubleshoot computer and network issues in a timely fashion.

Program Learning Outcome 2 focuses on the application of skills learned for troubleshooting both computer and network hardware and software issues.

Assessment Artifact for MST 115

During Academic Year 2020-21, 11 students participated in MST 115 IT Essentials. In Fall 2019, 11 students participated in the course and all were assessed. This course is a fundamental component to the program. It provides an introduction into troubleshooting theory. Students are assessed based on critical thinking and problem-solving skills utilized when assembling/disassembling a desktop computer and installing the proper operating system in their hands-on lab assignments. This course aligns with PLO 2 and 3.

Assessment Artifact for MST 118

A total of 10 students participated in MST 118 Introduction to Networking. This course is a fundamental component to the program. It provides an introduction into the troubleshooting theory. Students are assessed based critical thinking and problem-solving skills utilized in hands-on labs building a simple Ethernet network. This course aligns with PLO 2 and 4. The Spring 2020 course was not assessed due to cyberattack and COVID-19.

In Spring 2020, 3 students participated in MST 235 IT Practicum and Survey. Students are assessed based on troubleshooting the design, implementation, and maintenance of a network system. The instructor presents students with a series of computer networking

and IT case studies. Students work collaboratively and independently to develop a solution then presents the solution in formal presentation. These projects encompass all content learned in previous MST core courses.

Assessment Artifact for MST 235: Students work on five projects throughout the semester to design, implement, maintain, and troubleshoot a real-world network system on a secured network within the classroom. Student present both written papers and give a verbal presentation of their assignment.

Three students were enrolled in MST 235 IT Practicum and Survey. This course is designed to incorporate all content knowledge. from all previous MST courses and aligns with PLO 1, 2, and 4. This course is taken in Year 2, Semester 2.

Action Plan for Next Year

The results of the assessment show a weakening of knowledge in the area of CISCO troubleshooting theory. Some enrichment exercises in the networking classes need to take place to reinforce this theory. A good candidate course for this would be MST 228 – Networking III.

However, the content of MST 118 has been revised as a part of the extensive curriculum revision instituted as of Fall 2021. Accordingly, no further major changes will be made until assessments are done in the context of the new curriculum. The Program Manager will consult with the Institutional Effectiveness office to create a new assessment structure.

Analysis

The table below shows comparison between Year 1 and Year 2 students Program Learning Outcome 2.

	2019-20 Results	2021-2022 Results
MST 115 IT Essentials	89% scored Competent or higher in Configuration and Analysis	81% scored Competent or higher in Configuration and Analysis
	89% scored Competent or higher in Troubleshooting	73% scored Competent or Higher in Troubleshooting
MST 118 Introduction to Networking	80% scored Competent or higher in Configuration	100% scored Competent or higher in Configuration
	100% scored Mastery in Analysis	100% scored Mastery in Analysis
	100% scored Mastery in Troubleshooting	100% scored Mastery in Troubleshooting
MST 235 IT Practicum & Survey	Not Assessed due to cyber attack and COVID-19	100% scored Mastery in Configuration
	Not Assessed due to cyber attack and COVID-19	100% scored Mastery in Analysis
	Not Assessed due to cyber attack and COVID-19 (Cohort 5 – YR2 S4)	67% scored Mastery in Troubleshooting

It should also be noted that for MST 235 the statistics for so small a group of students may not give indicative results. This small group is the result of a winnowing process over the course of two years.

Program Outcome #3

Demonstrate a foundational knowledge of computer systems both hardware and software.

	I	II	III	IV
Knowledge of computer hardware	Relevance or credibility of evidence is not established.	Identifies computer hardware components for a given scenario.	Implements an appropriate computer hardware configuration for a given scenario, such as configuring assistive technology on a desktop for an ADA accommodation.	Compares various computer hardware component configurations for a given scenario and recommends the best solution.
Assembly and Disassembly	Relevance or credibility of evidence is not established.	Identifies computer hardware components for a given scenario and assemble with help.	Assemble a computer hardware component configuration for a given, such as configuring assistive technology on a desktop for an ADA accommodation.	Assemble and design various computer hardware component configurations for a given scenario and recommends the best solution.
Knowledge of computer software	Relevance or credibility of evidence is not established.	Describes a few commonly used computer operating systems.	Summarizes several computer operating systems and differentiates among those systems.	Compares several computer operating systems on the basis of computing platforms and usability.
Troubleshooting	Relevance or credibility of evidence is not established.	Lists appropriate methods or techniques to identify and resolve computer IT problems.	Investigates a given computer problem using appropriate methods or techniques, including communication and technical strategies.	Analyzes a computer IT problem to successful resolution.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 115	IT Essentials	1	11	Sections: 1 Students: 11	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes

Course being reported: MST 115 IT Essentials

	I	II	III	IV	# of Students
Knowledge of computer hardware	0	1	2	8	11
Assembly and Disassembly	0	0	0	10	10*
Knowledge of computer software	0	2	1	8	11
Troubleshooting	0	0	2	8	10*
* There were 11 students enrolled in this course but 10 students completed the artifact used in assessing on this outcome.					

Assessment Result

Program Outcome #3 – Demonstrate a foundational knowledge of computer systems both hardware and software.

Assessment Artifact for MST 115: Students were assessed using end-of-chapter exams covering computer systems, computer components, basic networks, and computer operating systems

Program Learning Outcome 3 focuses on developing students' basic knowledge of computer systems, their components and software. During 2019-20, 11 students participated in MST 115 IT Essentials. In Fall 2019, 9 students participated in the course and all were assessed.

Action Plan for Next Year

While the content of MST 115 remains the same, the content of MST 118 has been revised as a part of the extensive curriculum revision instituted as of Fall 2021. Accordingly, no further changes will be made until assessments are done in the context of the new curriculum. The Program Manager will consult with the Institutional Effectiveness office to create a new assessment structure.

Analysis

The table below shows comparison between Year 1 student performance by academic year.

	2019-20 Results	2020-2021 Results
MST 115 IT Essentials	86% scored Competent or better in Knowledge of Computer Hardware and Assembly/ Disassembly	95% scored Competent or better in Knowledge of Computer Hardware and Assembly/ Disassembly
	86% scored Competent or better in Knowledge of Computer Software	82% scored Competent or better in Knowledge of Computer Software
	86% scored Competent or better in Troubleshooting	80% scored Competent or better in Troubleshooting

While two categories did show a slight drop in the percentage of students scoring competent or better in Troubleshooting and Knowledge of Software, considering the small sample sizes involved this could be a shift of a single student. More information would be needed to draw any conclusions.

Program Outcome #4

Demonstrate a foundational knowledge of network systems both hardware and software.

	I	II	III	IV
Knowledge of network hardware	Relevance or credibility of evidence is not established.	Identifies network hardware components for a given scenario.	Implements an appropriate network hardware configuration for a given scenario, such as configuring assistive technology on a desktop for an ADA accommodation.	Compares various network hardware component configurations for a given scenario and recommends the best solution.
Assembly and Disassembly	Relevance or credibility of evidence is not established.	Identifies network hardware components for a given scenario and assemble with help.	Assemble a network hardware component configuration for a given, such as configuring assistive technology on a desktop for an ADA accommodation.	Assemble and design various network hardware component configurations for a given scenario and recommends the best solution.
Knowledge of network software	Relevance or credibility of evidence is not established.	Describes a few commonly used network operating systems.	Summarizes several network operating systems and differentiates among those systems.	Compares several network operating systems on the basis of computing platforms and usability.
Troubleshooting	Relevance or credibility of evidence is not established.	Lists appropriate methods or techniques to identify and resolve network IT problems.	Investigates a given network problem using appropriate methods or techniques, including communication and technical strategies.	Analyzes a network IT problem to successful resolution.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
MST 118	Introduction to Networking	2	18	Sections: 2 Students: 18	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 0 PT: 1	Yes
MST 225	Scaling Networks	1	2	Sections: 1 Students: 2	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes
MST 235	IT Practicum & Survey	1	7	Sections: 1 Students: 4	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 1 PT: 0	Yes

Course being reported: MST 118 Introduction to Networking

	I	II	III	IV	# of Students
Knowledge of network hardware	0	0	3	7	10
Assembly and Disassembly	0	0	3	7	10
Knowledge of network software	0	0	3	7	10
Troubleshooting	0	0	3	7	10

Course being reported: MST 225 Scaling Networks

	I	II	III	IV	# of Students
Knowledge of network hardware	0	0	0	2	2
Assembly and Disassembly	0	0	0	2	2
Knowledge of network software	0	0	0	2	2
Troubleshooting	0	0	0	2	2

Course being reported: MST 235 IT Practicum and Survey

	I	II	III	IV	# of Students
Knowledge of network hardware	0	0	0	3	3
Assembly and Disassembly	0	0	0	3	3
Knowledge of network software	0	0	0	3	3
Troubleshooting	0	0	0	3	3

Assessment Result

Program Outcome #4 - Demonstrate a foundational knowledge of network systems both hardware and software.

Assessment Artifact for MST 118 Students were assessed on their knowledge of networking systems, network components, network configuration and protocols, and network operating systems using chapter exams.

Program Learning Outcome 4 focuses on developing students' basic knowledge of network systems, their components and software. In 2019-20, 18 students participated in MST 118 Introduction to Networking. There were 10 students assessed and 4 students not assessed in Fall 2019 for a total of 14 students.

Two students participated in MST 225 Scaling Networks, which covers more complex network configurations and troubleshooting operations. Students are assessed on their by hands-on exercises in which they must either assemble or configure a network given a specification, or troubleshoot a network and correct any problems.

In Spring 2021, 3 students participated in MST 235 IT Practicum and Survey. Students are assessed on their knowledge and installation/uninstallation of network hardware, in their knowledge of network software options, and in troubleshooting network hardware and software issues.

Assessment Artifact for MST 235: Students work on five projects throughout the semester to design, implement, maintain, and troubleshoot a real-world network system on a secured network within the classroom. Student present both written papers and give a verbal presentation of their assignment.

Three students were enrolled in MST 235 IT Practicum and Survey. This course is designed to incorporate all content knowledge from all previous MST courses and aligns with PLO 1, 2, and 4. This course is taken in Year 2, Semester 2. This course was not assessed in Spring 2020 due to cyberattack and COVID-19.

Action Plan for Next Year

Two of the three courses used for assessment have revised as a part of the extensive program revision that took effect Fall 2021 (see Use of Results for Improvement below). As a result, it would be undesirable to try to make any changes at this time before the new course structure can be assessed. The Program Manager will be working with Institutional Effectiveness to craft a new set of assessments and rubrics to evaluate the new curriculum.

Analysis

The table below shows comparison between Year 1 and Year 2 students, as well as follow student learning by cohort for Program Learning Outcome 4.

	2019-20 Results	2019-20 Results
MST 118 Introduction to Networking	100% scored Competent or higher in Knowledge of Network Hardware	100% scored Competent or higher in Knowledge of Network Hardware

	100% scored Competent or higher Assembly/Disassembly	100% scored Competent or higher Assembly/Disassembly
	100% scored Competent or higher in Knowledge of Network Software	100% scored Competent or higher in Knowledge of Network Software
	100% scored Competent or higher in Troubleshooting	100% scored Competent or higher in Troubleshooting
MST 225 Scaling Networks	91% scored Competent or higher in Knowledge of Network Hardware	100% scored Competent or higher in Knowledge of Network Hardware
	91% scored Competent or higher in Assembly/Disassembly	100% scored Competent or higher in Assembly/Disassembly
	91% scored Competent or higher in Knowledge of Network Software	100% scored Competent or higher in Knowledge of Network Software
	82% scored Competent or higher in Troubleshooting	100% scored Competent or higher in Troubleshooting
MST 235 IT Practicum & Survey	Not Assessed due to cyber attack and COVID-19	100% scored Competent or higher in Knowledge of Network Hardware
	Not Assessed due to cyber attack and COVID-19	100% scored Competent or higher in Assembly/Disassembly
	Not Assessed due to cyber attack and COVID-19	100% scored Competent or higher in Knowledge of Network Software
	Not Assessed due to cyber attack and COVID-19 (Cohort 4 – YR2 S4)	100% scored Competent or higher in Troubleshooting

Use of Results for Improvement

An extensive curriculum revision was accomplished during the 2020-2021 academic year, and became effective in Fall 2021. The specific changes that were made include:

- Reduction of the Networking courses from four to three to conform to the Cisco Networking Academy curriculum. The specific courses are:
 - MST 118 Networking I (replaces MST 118 Introduction to Networking)
 - MST 128 Networking II (replaces MST 128 Routing and Switching)
 - MST 228 Networking III (replaces both MST 225 Scaling Networks and MST 226 Connecting Networks)
- Expansion of the Server Administration courses from two to three to conform to the new Microsoft curriculum. The new courses are:
 - MST 218 Server Administration I (renamed from MST 218 Server Administration)
 - MST 219 Server Administration II (renamed from MST 219 Server Administration III)
 - MST 220 Server Administration III (new course)
- A reshuffling of courses in the program between semesters and revision of course prerequisites

As a result of this extensive revision, the assessment structure will need to be completely revised. The Program Manager will work with the Institutional Effectiveness office to create a new assessment structure.

Were changes needed to improve student learning?

As stated above, an extensive revision of the curriculum was put in place effective Fall 2020.

Patterns in the data observed:

It is difficult, if not impossible, to assess patterns between years due to the extremely small class size of the second-year course used for assessment (MST 235). While students in that class showed high general scores than their first-year counterparts, they have been subject to a self-selection process – possibly due to COVID-19 -- that has resulted in only the most highly motivated students remaining.

Student Learning Outcomes (SLO) Report Addendum

Program Name: Information Technology Systems

Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2019-20 SLO report. (Use as many pages as necessary to describe.)

No major changes were made to any of the course content in the previous year. The program did move into a new facility mid-year that allows greater flexibility in setting up equipment.

Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

It is too soon to evaluate any improvement that the move into the new facility may effect.



THREE RIVERS COLLEGE

**Medical Billing & Coding
Program Level SLO Report
Julie Becker – Program Manager**

2020-21

Program Purpose Statement

The Medical Billing & Coding program prepares students with the knowledge of ICD and CPT coding to assign accurate codes for diagnosis, procedures, and other services. Students will also learn various clerical and administrative functions that relate to medical facilities. This program prepares the graduate to meet the challenges in today's healthcare billing and coding systems through the application of practical and theoretical general education and hands-on skill development.

Program Outcomes

1. Demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing medical terminology and vocabulary.
2. Demonstrate technological skills in word processing, spreadsheets, and database management applications.
3. Demonstrate proficiency in the use of CPT and ICD-CM coding systems.
4. Show the proper completion of health insurance claim forms.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program to correspond with the Student Learning Outcomes provided within this report for the 2020-21 academic year.

Medical Billing & Coding Course Mapping

BUED 103 – Business English

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Use appropriate reference materials such as online dictionaries, print dictionaries, and reference manuals to locate answers to questions	1
2	Identify parts of speech and understand how they function in sentences	1
3	Write complete sentences avoiding fragments, comma splices, and run-ons	1
4	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections correctly in oral and written communication	1
5	Develop proficiency in punctuation, capitalization, and number style skills	1
6	Demonstrate realistic applications of current usage and style in today's workplace	1
7	Demonstrate improved vocabulary, spelling, and editing skills	1
8	Recognize and create professional business messages that demonstrate correct formats and ideas expressed in clear, concise, and correct English	1

IST 100 – Computer Applications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate proficiency in using college systems to conduct online learning and research.	2
2	Demonstrate understanding of security options for technology platforms	2
3	Demonstrate proficiency in operating a personal computer	2
4	Demonstrate proficiency in using word processing software	2
5	Demonstrate proficiency in using spreadsheet software	2
6	Demonstrate proficiency in using database software	2
7	Demonstrate proficiency in using presentation software	2

BUED 203 Business Communications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate their abilities to use clear, concise, and grammatically correct language	1, 2
2	Practice the ability to select, organize, and effectively deliver information in a businesslike manner	1, 2
3	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies	1, 2

IST 148 Office Procedures

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate an understanding of current office practices	1
2	Exhibit awareness of the developing trends in office practices, such as virtual, mobile and home offices	1
3	Locate and understand common skill sets found in the office environment	1
4	Employ effective personal and interpersonal skills in various business situations	1
5	Exercise efficient time management techniques	1
6	Facilitate teamwork in a diverse office environment	1

IST 149 Medical Terminology & Coding

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Spell and define anatomical, pathological, diagnostic, and treatment medical terms	1
2	Identify the basic structures of each body system	1
3	Briefly explain the function of each body system and related organs	1
4	Accurately assign medical codes to diagnoses, procedures, operations, and other medical or surgical services	3

BMGT 235 Customer Service Management

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Develop a heightened awareness of the challenges and opportunities in customer service.	1
2	Demonstrate techniques for exceeding expectations in value, information, convenience, and timing in order to create greater customer loyalty.	1
3	Show specific personal and communication behaviors that engage customers.	1

IST 269 Database Applications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Build a database from scratch or from templates	2
2	Exchange data with other databases and Microsoft Office documents	2
3	Create forms to simplify data entry	2
4	Use filters and queries to find and analyze information	2
5	Design rich reports that help make your data meaningful	2
6	Help prevent data corruption and unauthorized access	2

IST 268 Spreadsheet Applications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Interpret financial data.	2
2	Design formulas that solve math problems.	2
3	Show data in a meaningful way using charts, graphs, macros, and pivot tables.	2
4	Integrate Excel spreadsheets with other software applications and the Internet.	2

IST 126 Word Processing Applications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify parts of the Word screen.	2
2	Apply paragraph formatting, set tables.	2
3	Use advanced editing to revise text.	2
4	Create, edit, and format tables.	2
5	Enhance document with special features, i.e., clipart, WordArt, and shapes.	2

IST 225 Medical Billing and Coding I

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Use CPT and ICD-CM coding systems	3
2	Complete health insurance claim forms	3

IST 275 Advanced Billing and Coding

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Use CPT and ICD-CM coding systems	4
2	Complete health insurance claim forms	4

Introduction

This report is the program level student learning outcomes for the AAS in Medical Billing and Coding Program. The data and information have been collected and analyzed from the Fall 2020 and Spring 2021 semesters.

For this report the Program Purpose Statement changed slightly, and the Program Outcomes changed. The change was needed for the program outcomes to be more measurable. Also, many classes have changed over the last several years.

Artifacts collected came from the following courses: BUED 203 Business Communications; IST 225 Medical and Billing and Coding I; IST275 Advanced Medical Billing and Coding; IST126 Word Processing; IST269 Database Applications; and IST 268 Spreadsheet Applications. Data has been assessed, observed, and researched to the Medical Billing and Coding program (AAS) course mapping plans and further to the individual rubrics used within each course where information was collected.

The Microsoft Office Specialist (MOS) certification is comprised of an exam whereby successful completion demonstrates a person has the skills needed to get the most out of Office in a specific Office program (Word, Excel, Access, PowerPoint). Holding a MOS certification can earn an entry-level business employee more in annual salary than uncertified peers. Students received full objective-by-objective review and detailed procedures to help build the skills measured by the exam. The review materials divide exam coverage into chapters representing groups of core related skill sets that correspond to MOS exam objectives. The industry recognizes these credentials serve two purposes; program assessment and student recognition for knowledge gained from specific coursework. Also, the MOS certification exam is not used for assessment and is not tied to the program outcomes. The students are required to take the MOS Certification

exam as the final exam for IST 126 Word Processing, IST 268 Spreadsheet Applications, and IST 269 Database Applications. These exams are required for the students to take before they can receive the diploma for Office Administration. These are the exit exams for this program.

Outcome #1 Rubric

Demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing business and office administration terminology and vocabulary.

Criteria	I	II	III	IV
Communication	Fails to demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing business and office administration terminology and vocabulary.	Demonstrates the ability to communicate either written or oral communication but fails to do so utilizing business and office administration terminology and vocabulary.	Demonstrates the ability to communicate in all forms effectively, including written and oral communication, business and office administration terminology and vocabulary but requires assistance or has multiple errors.	Demonstrates the ability to communicate in all forms effectively, including written and oral communication, utilizing business and office administration terminology and vocabulary.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
BUED 203	Business Communication	1	19	Sections 0 Students 0	Sections 1 Students 19	Sections 0 Students 0	FT: 1 PT: 0	Yes

Course being reported: BUED 203 Business Communication

Criteria	I	II	III	IV	Total Students
Communication	2	5	6	5	18

Assessment Result

Program Outcome #1 – Communicate in a business environment.

A business report assignment is used to assess this outcome in BUED 203. Students were given the rubric and specific instructions to create a business report. Students are understanding the assignment and understanding how important writing skills are.

For the Communication Program Outcome, 28 percent of the students scored in Category IV, 33 percent of the students scored in Category III, 28 percent of the students scored in Category II, and 11 percent of the students scored in Category I.

Analysis

This year 61 percent of the students scored in Category III and Category IV. Students are learning written communication skills.

Use of Results for Improvement

Sixty-one percent of the students scored in Category III and Category IV, and 38 percent of the students scored in Category I and Category II. We still plan to put an emphasis on demonstrating skills in composing, formatting, and writing professional business and office administration correspondence, which includes e-mail messages, memos, letters, informal reports, well-researched proposals, and formal reports. Research shows that employers look for employees with very good written communication skills.

Program Outcome #2 Rubric

Demonstrate technological skills including word processing, spreadsheets, and database management applications as they apply to office administration.

	I	II	III	IV
Technological Skills	Fails to demonstrate technological skill in word processing, spreadsheets, and database management applications.	Demonstrates progression of technological skill in word processing, spreadsheets, or database management applications, but not all three.	Demonstrates technological skill in word processing, spreadsheets, and database management applications, but requires assistance or has multiple errors.	Demonstrates technological skill in word processing, spreadsheets, and database management applications.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 268	Spreadsheet Applications	2	18	Sections 0 Students 0	Sections 2 Students 18	Sections 0 Students 0	FT: 1 PT: 0	Yes

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 269	Database Applications	1	9	Sections 0 Students 0	Sections 1 Students 9	Sections 0 Students 0	FT: 1 PT: 0	Yes

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 126	Word Processing Applications	1	16	Sections 0 Students 0	Sections 1 Students 16	Sections 0 Students 0	FT: 1 PT: 0	Yes

IST 269	I	II	III	IV	Total # of Students
Technological Skills	0	0	7	2	9
IST 268	I	II	III	IV	Total # of Students
Technological Skills	0	1	6	11	18
IST 126	I	II	III	IV	Total # of Students
Technological Skills	4	1	0	11	16

Assessment Result

Program Outcome #2 - Demonstrate technological skills including word processing, spreadsheets, and database management applications as they apply to office administration.

IST269 Database Applications is only offered in spring semesters; IST126 Word Processing Applications and IST268 Spreadsheet Applications are offered in fall and spring semesters. However, IST126 Word Processing Applications was not offered in Fall 2020.

Students are being assessed over the full scope of course work in IST126, IST268, and IST269.

In Spring 2021, we transitioned from Pearson's MyITLab learning platform to Cengage's MindTap.

These are learning management systems with simulated computer labs and hands-on projects.

The reason for switching from Pearson to Cengage was 1) fewer technology issues with the

product and 2) Cengage provides more learning material plus an actual MOS exam simulation. Student performance in class and on the MOS exam will guide what content needs to be added to the course to optimize student learning. For instance, the instructors will create and publish “how-to” videos for each project assigned in the course. These videos will be posted in Fall 2021 and will be included in the appropriate learning module.

In IST269 Database Applications, 78 percent of the students, which is 7 out of 9 students, scored in Category III, and 22 percent of the students, which is 2 out of 9 students, scored in Category IV.

In IST268 Spreadsheet Applications, 6 percent of the students, which is 1 out of 18, scored in Category II; 33 percent of the students, which is 6 out of 18 students, scored in Category III; and 61 percent of the students, which is 11 out of 18 students, scored in Category IV.

In IST126 Word Processing Applications, 25 percent of the students, which is 4 out of 16 students, scored in Category I; 6 percent of the students, which is 1 out of 16 students, scored in Category II; and 69 percent of the students, which is 11 out of 16 students, scored in Category IV.

Analysis

In IST269 Database Applications, 100 percent of the students scored in Categories III and IV. This shows that students are demonstrating technological skills in database management applications.

In IST268 Spreadsheet Applications, 94 percent of the students scored in Categories II and IV. This shows that students are demonstrating technological skills in spreadsheets applications.

In IST126 Word Processing Applications, 69 percent of the students scored in Category IV. This shows that students are demonstrating technological skills in word processing applications.

These results tell us that our students are obtaining technological skills that they will be able to use once they graduate. Students are doing well.

A total of 88 percent of students in these three advanced computer classes are comprehending the material and have been successful in mastering the outcomes for the courses.

Use of Results for Improvement

We changed from the publisher Pearson and MyLabsPlus to the publisher Cengage and MindTap. It appears that MindTap gives students and instructors more interactivity. MindTap engages students more in the online learning platform. IST100 Computer Applications is a prerequisite for IST126 Word Processing Applications, IST268, Spreadsheet Applications, and IST269 Database Applications. IST100 changed platforms first to Cengage MindTap, which led to the change of platform in IST126, IST268, and IST269. We will continue observing this platform to make sure students are receiving reliable experiences that improve performance and allows students to gain the skills needed to employ technology.

Program Outcome #3

Demonstrate proficiency in the use of CPT and ICD-CM coding systems.

	I	II	III	IV
Use CPT and ICD-CM coding systems.	Fails to demonstrate proficiency in the use of CPT and ICD-CM coding systems.	Demonstrates progression in the use of CPT and ICD-CM coding systems.	Demonstrates p the use of CPT and ICD-CM coding systems with minor errors or the need for minimal assistance.	Demonstrates proficiency in the use of CPT and ICD-CM coding systems.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 225	Medical Billing & Coding I	1	9	Sections 1 Students 9	Sections 0 Students 0	Sections 0 Students 0	FT: 0 PT: 1	Yes

Course being reported: IST 225 Medical Billing & Coding I

	I	II	III	IV	Total # of Students
Use CPT and ICD-CM coding systems.	0	0	1	8	9

Assessment Result

Program Outcome #3 - Demonstrate proficiency in the use of CPT and ICD-CM coding systems.

IST225 Medical Billing & Coding I is used to collect assessment data for this outcome during the 2020-2021 year. One section in the Fall 2020 was reported.

A total of 11 percent of the students scored in Category III, and a total of 89 percent scored in Category IV.

Analysis

Students are learning medical coding and terminology skills. After completing this course, students have learned and have good knowledge on how to locate medical codes and apply the codes to the proper place. Last year's report showed 100 percent in Category IV; however, this year's report shows 89 percent of the students scored in Category IV and 11 percent scored in Category III. This still shows that within the last two years 95 percent of the students are scoring in Category IV. A new program outcome and rubric was used for this year; however, it still is assessing the use of CPT and ICD9-CM codes. The textbook was updated in Fall 2020 to the newest edition, and Cengage MindTap was utilized for e-texts, quizzes, assignments, and tests. Cengage MindTap will be used for more assignments and review for IST225.

Use of Results for Improvement

We will continue to review, observe, and record data.

Program Outcome #4 Rubric

Show the proper completion of health insurance claim forms.

	I	II	III	IV
Appraise Health Insurance Claim Forms	Fails to appraise health insurance claim forms including proper completion.	Health insurance forms or either appraised incorrectly or not properly completed.	Appraises health insurance claim forms including completion but requires assistance or has multiple errors.	Appraises health insurance claim forms including proper completion.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 275	Advanced Medical Billing & Coding	1	7	Sections 1 Students 7	Sections 0 Students 0	Sections 0 Students 0	FT: 0 PT: 1	Yes

	I	II	III	IV	Total # of Students
Appraise Health Insurance Claim Forms			1	6	7

Assessment Result

Program Outcome #4 – Show the proper completion of health insurance claim forms.

IST275 Advanced Medical Billing and Coding class is used for this outcome. A total of 14 percent of the students scored in Category III, and a total of 86 percent of students scored in Category IV.

This shows that 100 percent of the students are demonstrating the proper completion of health insurance claim forms

Analysis

The program outcome and rubric changed this year; however, in this outcome demonstrating the proper completion of health insurance claim forms stayed basically the same. There are no scores to compare from last year since this class was not assessed. We did adopt a new textbook that was used in Spring 2021. Cengage MindTap was utilized for e-texts, quizzes, assignments, and tests. Cengage MindTap will be used for more assignments, tests, and review for IST275.

Use of Results for Improvement:

We will continue to review, observe, and record data.

Additional Summary Notes

What is the proposed timeline for the changes outlined above?

Assessments and program outcomes will continue to be observed.

Are there any anomalies in the results that were noticed?

No anomalies observed.

Did the data that you collected and organized provide enough detailed information for the program faculty to make changes or to be confident that no changes were needed?

With the new Program Outcomes and new rubrics for Medical Billing & Coding we will continue to observe data before changes will be made.

Were there any patterns in the data observed?

No new patterns were observed.

Student Learning Outcomes (SLO)

Report Addendum

Program Name: Medical Billing and Coding

Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2019-20 SLO report. (Use as many pages as necessary to describe.)

Program Purpose Statement changed to the following:

The MEDICAL BILLING & CODING program prepares students with the knowledge of ICD and CPT coding to assign accurate codes for diagnosis, procedures, and other services. Students will also learn various clerical and administrative functions that relate to medical facilities. This program prepares the graduate to meet the challenges in today's health care billing and coding systems through the application of practical and theoretical general education and hands-on skill development.

Purpose statement is being changed to reflect current curriculum changes.

Medical Billing & Coding Program Outcomes changed to the following:

1. Demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing medical terminology and vocabulary.
2. Demonstrate technological skills in word processing, spreadsheets, and database management applications.
3. Demonstrate proficiency in the use of CPT and ICD-CM coding systems.
4. Show the proper completion of health insurance claim forms.

Outcomes were changed to be more measurable.

IST297 Internship was removed, and students are now required to take ACCT211 Principles of Accounting I. The internship was not consistent for all students; placement was becoming difficult; and the internship experience was not assisting students in meeting outcomes. The advisory committee voted to deactivate the internship. The accounting class was added because students working in medical billing will learn accounting skills.

IST225 Medical Billing & Coding I changed from a textbook to MindTap. This provides more opportunity to engage students in course.

IST275 Advanced Medical Billing & Coding changed from a textbook to MindTap. This provides more opportunity to engage students in course.

BUED203 Business Communications changed to Spring only course. This course only needs to be offered once a year. IST100 Computer Applications and ENGL111 College Writing are prerequisites for BUED203. Students take IST100 and ENGL111 in the Fall semester, and then complete BUED203 in the Spring semester.

IST100 changed from Pearson to Cengage publishers. We changed IST100 to Cengage's MindTap; IST100 is a prerequisite for the three advanced computer classes; IST126 Word Processing Applications, IST268 Spreadsheet Applications, and IST269 Database Applications changed to Cengage MindTap. The publisher changed because of issues with Pearson's MyLabsPlus. Cengage's MindTap offers a simulated MOS exam that mimics the actual test environment.

Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly*

and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.)



THREE RIVERS COLLEGE

Nursing AAS

Program Level SLO Report

Dr. Staci Foster – Program Manager

2020-21

Program Purpose Statement

The purpose of this nursing program is to prepare students to achieve an Associate of Applied Science degree, to apply for licensure by examination as a registered nurse, and to use the nursing process in providing safe and effective nursing care for clients in structured primary or secondary care settings.

Program Outcomes

1. Develop personal responsibility for professionalism, education, and scope of practice.
2. Choose effective communication strategies while collaborating with patients, significant support person, and interdisciplinary members of the healthcare team.
3. Evaluate critical thinking and clinical decision making to provide safe, patient-centered care.
4. Apply evidence-based practice while recognizing the role of quality improvement in the healthcare system.
5. Select appropriate information and technology in the management of patient care.

*Note: Outcome #5 is not assessed separately as it is integrated into the other four outcomes.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program outcome to correspond with the Student Learning Outcomes provided within this report for the 2020-21 academic year.

Nursing: Program Outcomes Mapping

Program Outcome 1: Develop personal responsibility for professionalism, education, and scope of practice	
Course	Course Learning Outcome (CLO)
NURS 108: LPN-RN Bridge	Compare the professional nurse and the licensed practical nurse (LPN) scopes of practice. (CLO 1)
NURS 109: Critical Thinking in Nursing	Use critical thinking skills necessary for effective prioritization and delegation. (CLO 1)
	Demonstrate how critical thinking, ethics, collaborations, and the use of evidence-based practice supports the growth of the professional nurse. (CLO 2)
NURS 116: Foundations in Nursing	Practice personal responsibility related to healthcare law. (CLO 1)
NURS 239: Clinical Preceptor	Organize prioritization of care to a variety of patients while maintaining a safe and effective healthcare environment. (CLO 1)
NURS 245: Transition into Professional Nursing	Prepare for the role of a professional nurse as a leader in the healthcare system. (CLO 1)
	Formulate an individualized plan to address required areas of improvement for success on the NCLEX-RN. (CLO 2)

Program Outcome 2: Choose effective communication strategies while collaborating with patients, significant support person, and interdisciplinary members of the healthcare team.	
Course	Course Learning Outcome (CLO)
NURS 108: LPN-RN Bridge	Apply effective communication skills to relate to the patient and other members of the health care team. (CLO 2)
NURS 116: Foundations of Nursing	Recognize the nurse's role in providing culturally competent care to the patient and significant support person. (CLO 2)
	Explain health promotion strategies while educating the patient and significant support persons on the importance of adherence. (CLO 3)
	Apply effective communication skills in the healthcare setting. (CLO 4)
NURS 128: Mental Health Nursing	Utilize therapeutic verbal and non-verbal communication to interact with individuals and groups of clients with mental disorders. (CLO 1)
	Explain the role of interdisciplinary healthcare team in providing care for clients with mental disorders. (CLO 2)
NURS 129: Medical-Surgical Nursing I	Recognize various roles within the healthcare team. (CLO 1)

Program Outcome 2 (Continued)

NURS 218: Maternal Child Health Nursing	Apply the nursing process to variances in sexuality, family dynamics, and reproduction. (CLO 1)
NURS 219: Medical-Surgical II Nursing	Practice in the role of a nurse as a member of the healthcare team. (CLO 1)
NURS 238: Medical Surgical III	Manage patient care as a member of the healthcare team. (CLO 1)
NURS 239: Clinical Preceptor	Choose effective communication strategies within the healthcare team to provide quality, patient-centered care. (CLO 2)

Program Outcome 3: Evaluate critical thinking and clinical decision making to provide safe, patient-centered care.

Course	Course Learning Outcome
NURS 108: LPN- RN Bridge	Utilize the nursing process with introductory medical surgical concepts. (CLO 3)
	Describe how critical thinking, ethics, collaboration, and the use of evidence-based practice supports the growth of the professional nurse. (CLO 4)
NURS 109: Critical Thinking in Nursing	Use critical thinking skills necessary for effective prioritization and delegation. (CLO 1)
	Discuss the application of the nursing process as it relates to clinical judgment. (CLO 3)
NURS 116: Foundations of Nursing	Recognize the nurse's role in providing culturally competent care to the patient and significant support person. (CLO 2)
	Identify interventions to promote safe, patient-centered care while focusing on sensory perception and functional ability. (CLO 5)
	Recognize populations at risk for health-care disparities. (CLO 6)
	Restate the basic principles of nutrition as it relates to nursing practice. (CLO 7)
NURS 128: Mental Health Nursing	Describe safe and effective nursing care of clients with mental disorders. (CLO 3)
NURS 129: Medical-Surgical Nursing I	Relate patient care to alterations in introductory medical surgical concepts. (CLO 2)
	Demonstrate introductory medical surgical knowledge and skills in the clinical setting. (CLO 3)
	Apply the nursing process to care for patients with alteration in introductory medical surgical concepts. (CLO 4)
	Relate previous conceptual knowledge to introductory medical surgical concepts. (CLO 5)
	Recognize the nurse's role in providing safe, individualized patient-centered care. (CLO 6)
NURS 135: Pharmacology in Nursing	Apply the nursing process to enhance safe medication administration. (CLO 1)
	Use pharmacology based reference materials to enhance safe medication administration. (CLO 2)

Program Outcome 3 (Continued)

NURS 218: Maternal Child Health Nursing	Manage potential risks while providing safe patient care of maternal and pediatric clients. (CLO 2)
NURS 219: Medical-Surgical II Nursing	Relate patient care to alteration in advanced medical surgical concepts. (CLO 2)
	Demonstrate advanced medical surgical knowledge and skills in clinical decision-making. (CLO 3)
	Manage patient response to alterations in advanced medical surgical concepts. (CLO 4)
	Relate previous conceptual knowledge to advanced medical surgical concepts. (CLO 5)
	Analyze the nurse's role in providing safe, prioritized, patient-centered care within a team environment. (CLO 6)
NURS 238: Medical Surgical III	Relate patient care to alteration in advanced medical surgical concepts. (CLO 2)
	Demonstrate advanced medical surgical knowledge and skills in clinical decision-making. (CLO 3)
	Predict patient responses to alterations in advanced medical surgical concepts. (CLO 4)
	Relate previous conceptual knowledge to advanced medical surgical concepts. (CLO 5)
	Evaluate the nurse's role in providing safe, patient-centered care within a team environment. (CLO 6)
NURS 239: Clinical Preceptor	Organize prioritization of care to a variety of patients while maintaining a safe and effective healthcare environment. (CLO 1)
NURS 245: Transition into Professional Nursing	Evaluate nursing judgments in the clinical setting. (CLO 3)

Program Outcome 4:

Apply evidence-based practice while recognizing the role of quality improvement in the healthcare system.

Course	Course Learning Outcome (CLO)
NURS 108: LPN- RN Bridge	Describe how critical thinking, ethics, collaboration, and the use of evidence-based practice supports the growth of the professional nurse. (CLO 4)
NURS 109: Critical Thinking in Nursing	Demonstrate how critical thinking, ethics, collaborations, and the use of evidence-based practice supports the growth of the professional nurse. (CLO 2)
NURS 128: Mental Health Nursing	Use evidence-based interventions to promote health of clients with mental disorders. (CLO 4)
NURS 135: Pharmacology in Nursing	Recognize the pharmacotherapeutic effects of drug classifications. (CLO 3)
NURS 218: Maternal Child Health Nursing	Utilize evidence-based practice to educate the maternal and pediatric client. (CLO 3)

Program Outcome 4 (Continued)

NURS 239: Clinical Preceptor	Demonstrate competent, evidence-based clinical decision-making within the scope of practice for the professional nurse. (CLO 4)
NURS 245: Transition into Professional Nursing	Examine health care process to improve quality and safety in patient care. (CLO 4)

Program Outcome 5: Select appropriate information and technology in the management of patient care.

Course	Course Learning Outcome (CLO)
NURS 109: Critical Thinking in Nursing	Explain how informatics and technology supports clinical judgment. (CLO 4)
NURS 135: Pharmacology in Nursing	Interpret laboratory values to determine effectiveness and safety of drug therapy. (CLO 4)
NURS 218: Maternal Child Health Nursing	Demonstrate knowledge of information and technology as it relates to the maternal and pediatric client. (CLO 4)
NURS 239: Clinical Preceptor	Select technology and informatics to promote patient-centered care. (CLO 5)

Program Outcome #1

Develop personal responsibility for professionalism, education, and scope of practice.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	2	31	Sections 2 Students 31	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y
NURS 129	Medical – Surgical Nursing I	1	24	Sections 1 Students 24	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y
NURS 245	Transition into Professional Nursing	3	67	Sections 3 Students 67	Sections 0 Students 0	Sections 0 Students 0	FT: 2 PT: 0	Y
NURS 238	Medical – Surgical III	3	67	Sections 3 Students 67	Sections 0 Students 0	Sections: 0 Students: 0	FT: 7 PT: 0	Y
NURS 218	Maternal Child Health Nursing	3	76	Sections 3 Students 76	Sections 0 Students 0	Sections 0 Students 0	FT: 4 PT: 0	Y

Artifacts:

- HESI Examination Data: standardized examinations specific to nursing programs. Category scores set based on recommendations from HESI after they conducted in-depth research.
 - NURS 108: LPN-RN Bridge
 - Fundamentals Examination
 - NURS 129: Medical Surgical Nursing I
 - Fundamentals Examination
 - NURS 218: Maternal Child Nursing
 - Maternal Examination
 - NURS 238: Medical Surgical Nursing III
 - Medical Surgical Examination
 - Pharmacology Examination
 - NURS 245: Transition into Professional Nursing
 - Exit Examination
- NCLEX-RN Data (from Mountain Measurement) (not available until May 2022)

Management of Care

Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
NURS 108	0	1	3	27
NURS 129	11	0	0	13
NURS 218	0	0	1	58
NURS 238-MS	6	2	20	39
NURS 238-Pharm	0	0	0	33
NURS 245	20	7	24	16

NCLEX-RN Categories

Course	Level I 0-30%	Level II 31-49%	Level III 50-65%	Level IV >65%
Management of Care				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-RN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-RN category.

Assessment Result

Program Outcome #1: Develop personal responsibility for professionalism, education, and scope of practice.

The students' performance in the program increased from a 71.1% benchmark rate in 2019-20 to an 83.2% benchmark rate in 2020-21. However, the program noted a decrease in the NURS 129: Medical Surgical Nursing I course (went from 80% in 2019-20 to 54%) and in the NURS 238: Medical Surgical Nursing III course (went from 91% in 2019-20 to 88%). The program saw increases in the NURS 108: LPN-RN Bridge course (went from 62% in 2019-20 to 96%) and NURS 218: Maternal Child Nursing course (went from 60% in 2019-20 to 100%).

Analysis

The program faculty believe there are several factors that influenced the Management of Care category performance. For the NURS 129: Medical Surgical Nursing I course, the student performance decreased 26% from 2019-20. When evaluating the cohort, the faculty identified that the students in this cohort did not receive NURS 116: Fundamentals of Nursing clinicals in spring 2020 related to COVID-19. The missing clinical experience is comprised of 80+ hours of direct patient clinical contact and their first Team Leading assignment. The content of the Management of Care includes delegation and supervision that the students in this cohort did not get a chance to apply in the clinical setting.

The NURS 108: LPN-RN Bridge students increased their performance by 34%. The faculty identified being able to teach the course in a face-to-face environment as compared to having to teach the course remotely as the greatest impact. With being able to teach the course face-to-face, the faculty were able to use standard nursing examinations and in-class activities that assisted with student learning. The faculty identified that several of the students in this cohort came directly from a Practical Nursing (LPN) program and were accustomed to taking standardized examinations and NCLEX style questions as a contributing factor for the increase in performance. The NURS 108: LPN-RN Bridge course was moved to the spring semester from the summer semester. The faculty believe this contributed to the students taking the course more seriously and access to more academic resources.

The NURS 218: Maternal Child Nursing performance increased 40% for the year. Out of the 76 students that completed the examination only 59 received a question in the Management of Care Category. Based on the low question count in the category, the faculty do not feel it is truly indicative of the Management of Care category overall. The faculty did identify that the course was taught in Sikeston by three full-

time faculty with a Medical Surgical clinical background. The faculty felt this allowed them to teach the course at a conceptual level and not go into more detail than necessary in the course.

The NURS 238: Medical Surgical Nursing III Medical Surgical examination performance decreased 3%.

While this is not a significant decrease, the faculty did identify that the December 2020 evening graduates did not have their NURS 219: Medical Surgical Nursing II clinical experience related to COVID-19. The NURS 219 clinical experience consists of 101.5 contact hours including a Team Lead experience.

The NURS 238: Medical Surgical Nursing II Pharmacology examination performance showed 100% of the students performing at Level IV. There was no comparison data for 2018-19 or 2019-20 for this examination in the Management of Care Category. Out of the 67 students that took the examination, only 33 received a question in the Management of Care Category.

The NURS 245: Transition into Professional Nursing courses did not see a significant change from 2019-20. However, the data is not considered valid as the students only completed Version I of the examination. Data from the other examinations comes from Version 1 and 2 where students have the ability to improve their performance following remediation.

Use of Results for Improvement

Based on the data presented, the faculty believe there needs to be an increased focus on providing quality clinical experiences for student learning. Should the program be forced out of clinical areas again related to COVID-19, the faculty will make a concentrated effort to include robust clinical experiences in the Simulation and Skills Laboratories to include a Team Lead focus. As well, the faculty will ensure they are using their NCLEX-RN activity statement laminated cards in the clinical setting to ensure thorough clinical experiences. The final intervention will be to move the NURS 245: Transition into Professional Nursing Exit Examination back to include both Versions 1 and 2.

Program Outcome #2

Choose effective communication strategies while collaborating with patients, significant support person,
and interdisciplinary members of the healthcare team.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	2	31	Sections 2 Students 31	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y
NURS 129	Medical – Surgical Nursing I	1	24	Sections 1 Students 24	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y
NURS 245	Transition into Professional Nursing	3	67	Sections 3 Students 67	Sections 0 Students 0	Sections 0 Students 0	FT: 2 PT: 0	Y
NURS 238	Medical – Surgical III	3	67	Sections Students	Sections 0 Students 0	Sections: 0 Students: 0	FT: 7 PT: 0	Y
NURS 218	Maternal Child Health Nursing	3	76	Sections 3 Students 76	Sections 0 Students 0	Sections 0 Students 0	FT: 4 PT: 0	Y

Artifacts:

- HESI Examination Data: standardized examinations specific to nursing programs. Category scores set based on recommendations from HESI after they conducted in-depth research.
 - NURS 108: LPN-RN Bridge
 - Fundamentals Examination
 - NURS 129: Medical Surgical Nursing I
 - Fundamentals Examination
 - NURS 218: Maternal Child Nursing
 - Maternal Examination
 - NURS 238: Medical Surgical Nursing III
 - Medical Surgical Examination
 - NURS 245: Transition into Professional Nursing
 - Exit Examination
- NCLEX-RN Data (from Mountain Measurement) (not available until May 2022)

Health Promotion and Maintenance				
Course	Level I	Level II	Level III	Level IV

	000-799	800-849	850-1000	>1000
NURS 108	3	0	0	28
NURS 129	8	0	6	10
NURS 218	18	8	22	28
NURS 238	17	0	1	48
NURS 245	26	1	20	18

Psychosocial Integrity				
Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
NURS 108	4	0	2	25
NURS 129	11	4	3	6
NURS 218	26	0	0	41
NURS 245	25	10	17	15

NCLEX-RN Categories				
Course	Level I 0-30%	Level II 31-49%	Level III 50-65%	Level IV >65%
Health Promotion and Maintenance				
Psychosocial Integrity				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-RN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-RN category.

Assessment Result

Program Outcome #2:

Choose effective communication strategies while collaborating with patients, significant support person, and interdisciplinary members of the healthcare team.

For the Health Promotion and Maintenance Category, the students' overall performance in the program decreased from 75.8% in 2019-20 to 69.1% in 2020-21. The 2020-21 results more closely matched the 2018-19 students' performance of 68.2%. The program saw student performance remain similar in the NURS 108: LPN-RN Bridge course and NURS 129: Medical Surgical Nursing I course. The program saw student performance decrease in the NURS 245: Transition into Professional Practice course (68% in 2019-20 to 56% in 2020-21), NURS 218: Maternal Child Nursing (77% in 2019-20 to 65% in 2020-21), and NURS 238: Medical Surgical Nursing III on the Medical Surgical examination (83% in 2019-20 to 74% in 2020-21).

For the Psychosocial Integrity Category, the students' overall performance in the program decreased from 68.5% in 2019-20 to 57.7% in 2020-21. The 2019-2020 NCLEX-RN results also showed a 51% passing standard for the program's graduate with a 50% benchmark. Based on this data, the faculty believe the Psychosocial Integrity Category is the most critical for improvement at this time. The program saw student performance increase in the NURS 108: LPN-RN Bridge course in the Psychosocial Integrity Category (68% in 2019-20 to 87% in 2020-21). All other courses the students' performance decreased in the Psychosocial Integrity Category, NURS 129: Medical Surgical Nursing I course (45% in 2019-20 to 37% in 2020-21), NURS 218: Maternal Child Nursing (77% in 2019-20 to 61% in 2020-21), and NURS 245: Transition to Professional Nursing (55% in 2019-20 to 47% in 2020-21).

Analysis

In the Health Promotion and Maintenance Category, the faculty believe the data shows that the students are not receiving clinical experiences related to manage care in the home environment and discharge planning. Again, this data indicates to the faculty need to incorporate additional exposure in clinical experiences for the students with a focus on the NCLEX-RN activity statements.

For the Psychosocial Integrity Category, the faculty believe the students are not focusing on Psychosocial Integrity issues in the clinical setting. The faculty are concerned that the students are only focusing on Psychosocial Integrity issues related to NURS 128: Mental Health Nursing clinicals, not in relation to medical-surgical patients with mental health components. Reasons identified include medical-surgical focus throughout the majority of the program and faculty comfort level with Psychosocial Integrity content and care.

Use of Results for Improvement

Based on the results, the faculty will be implementing new classroom activities in NURS 238: Medical Surgical Nursing III's Palliative Care lesson. This lesson currently contains end-of-life care and palliative care. In-class activities will be adapted to increase student learning. Additionally, the NURS 238: Medical Surgical Nursing III simulation (Hawkins) will now have the patient dying to allow for end-of-life care and post-mortem care for the students. The NURS 239: Preceptor course will now contain Mid-America Transplant modules to discuss therapeutic communication regarding end-of-life decisions including organ donation.

For the Psychosocial Integrity content, the faculty will focus on incorporating the interrelated concept of psychosocial integrity throughout the medical-surgical clinical experiences. As well, during the 2021-22 academic year a professional development topic will include Mental Health nursing care to increase faculty's comfort in the clinical setting.

Program Outcome #3

Evaluate critical thinking and clinical decision making to provide safe, patient-centered care.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	2	31	Sections 2 Students 31	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y
NURS 129	Medical – Surgical Nursing I	1	24	Sections 1 Students 24	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y
NURS 245	Transition into Professional Nursing	3	67	Sections 3 Students 67	Sections 0 Students 0	Sections 0 Students 0	FT: 2 PT: 0	Y
NURS 238	Medical – Surgical III	3	67	Sections Students	Sections 0 Students 0	Sections: 0 Students: 0	FT: 7 PT: 0	Y
NURS 218	Maternal Child Health Nursing	3	76	Sections 3 Students 76	Sections 0 Students 0	Sections 0 Students 0	FT: 4 PT: 0	Y

Artifacts:

- HESI Examination Data: standardized examinations specific to nursing programs. Category scores set based on recommendations from HESI after they conducted in-depth research.
 - NURS 108: LPN-RN Bridge
 - Fundamentals Examination
 - NURS 129: Medical Surgical Nursing I
 - Fundamentals Examination
 - NURS 218: Maternal Child Nursing
 - Maternal Examination
 - NURS 238: Medical Surgical Nursing III
 - Medical Surgical Examination
 - Pharmacology Examination
 - NURS 245: Transition into Professional Nursing
 - Exit Examination
- NCLEX-RN Data (from Mountain Measurement) (not available until May 2022)

Safety and Infection Control

Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
NURS 108	5	2	4	20
NURS 129	7	2	1	14
NURS 218	9	8	8	51
NURS 238	0	0	0	67
NURS 245	25	6	20	16

Psychosocial Integrity

Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
NURS 108	4	0	2	25
NURS 129	11	4	3	6
NURS 218	26	0	0	41
NURS 245	25	10	17	15

Basic Care and Comfort

Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
NURS 108	1	0	0	30
NURS 129	11	0	5	8
NURS 218	23	12	5	34
NURS 238	6	2	3	56
NURS 245	26	3	9	29

Pharmacological and Parenteral Therapies

Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
NURS 108	1	0	7	23
NURS 129	10	0	1	13
NURS 218	21	2	17	36
NURS 238-MS	10	3	6	48
NURS 238-Pharm	3	4	27	33
NURS 245	29	4	21	13

Physiological Adaptation

Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
NURS 108	2	2	3	23
NURS 129	5	5	7	7
NURS 218	18	5	24	30
NURS 238-MS	10	4	17	37
NURS 238-Pharm	0	0	0	21
NURS 245	23	11	15	18

Reduction of Risk Potential

Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
NURS 108	4	0	4	23
NURS 129	6	0	4	14
NURS 218	7	4	31	34
NURS 238-MS	9	10	21	26
NURS 238-Pharm	5	0	0	40
NURS 245	18	7	16	26

NCLEX-RN Categories

Course	Level I 0-30%	Level II 31-49%	Level III 50-65%	Level IV >65%
Safety and Infection Control				
Psychosocial Integrity				
Basic Care and Comfort				
Pharmacological and Parenteral Therapies				
Physiological Adaptation				
Reduction of Risk Potential				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-RN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-RN category.

Assessment Result

Program Outcome #3:

Evaluate critical thinking and clinical decision making to provide safe, patient-centered care.

The students' performance in the Safety and Infection Control Category was stable for the past three years with the results showing 75.8% of students benchmarked in 2020-21, 75.2% in 2019-20, and 72.5% in 2018-19. The NURS 108: LPN-RN Bridge course saw a 20% increase in student performance from 2019-20 (57%) to 2020-21 (77%). All other courses remained consistent.

For the Psychosocial Integrity Category, the students' overall performance in the program decreased from 68.5% in 2019-20 to 57.7% in 2020-21. The 2019-2020 NCLEX-RN results also showed a 51% passing standard for the program's graduate with a 50% benchmark. Based on this data, the faculty believe the Psychosocial Integrity Category is the most critical for improvement at this time. The program saw student performance increase in the NURS 108: LPN-RN Bridge course in the Psychosocial Integrity Category (68% in 2019-20 to 87% in 2020-21). All other courses the students' performance decreased in the Psychosocial Integrity Category, NURS 129: Medical Surgical Nursing I course (45% in 2019-20 to 37% in 2020-21), NURS 218: Maternal Child Nursing (77% in 2019-20 to 61% in 2020-21), and NURS 245: Transition to Professional Nursing (55% in 2019-20 to 47% in 2020-21).

The students' performance in the Basic Care and Comfort Category decreased from 80.7% in 2019-20 to 68% in 2020-21, however, the 2018-19 results were more consistent with 71.6% of students benchmarking. The largest decrease in student performance in the Basic Care and Comfort Category was seen in the NURS 129: Medical Surgical Nursing I course (83% in 2019-20 to 54% in 2020-21) and the NURS 218: Maternal Child Nursing course (85% in 2019-20 to 52% in 2020-21).

The students' performance in the Pharmacological and Parenteral Therapies Category remained fairly stable with 73.7% of students benchmarking in 2020-21, 63.4% in 2019-20 and 75.4% in 2018-19

benchmarked. Increases were seen in several courses including NURS 108: LPN-RN Bridge course (35% in 2019-20 to 96% in 2020-21), NURS 218: Maternal Child Nursing (58% in 2019-20 to 69% in 2020-21), NURS 238: Medical Surgical Nursing III's Medical Surgical examination (67% in 2019-20 to 80% in 2020-21).

The students' performance in the Physiological Adaptation Category was fairly consistent. In 2020-21 70.3% of students benchmarked while 74.2% in 2019-20 and 73.9% in 2018-19. NURS 108: LPN-RN Bridge (75% in 2019-20 to 83% in 2020-21) and NURS 238: Medical Surgical Nursing III (67% in 2019-20 to 80% in 2020-21) saw the biggest improvement.

The students' performance in the Reduction of Risk Potential Category was fairly consistent with previous years. In 2020-21 77.3% of students benchmarked while 73.6% in 2019-20 and 78.2% in 2018-19. The NURS 218: Maternal Child Nursing course saw the biggest improvement in student performance going from 61% of students benchmarking in 2019-20 to 85% in 2020-21.

Analysis

Based on the faculty's review of the data, Version 1 and 2 will be administered for the Exit Examination in NURS 245 to ensure valid data for program review. Additionally, ensuring robust clinical experiences is a priority. Related to Basic Care and Comfort, the faculty notice that the type of nursing skills in the category are not available to students in the Poplar Bluff program related to the hospital not having a large number of patients with mobility issues/assistive devices. Based on the content in the Pharmacological and Parenteral Therapy Category, the faculty identified blood administration as a skill that the students are not allowed to do in the clinical setting.

For the Psychosocial Integrity Category, the faculty believe the students are not focusing on Psychosocial Integrity issues in the clinical setting. The faculty are concerned that the students are only focusing on

Psychosocial Integrity issues related to NURS 128: Mental Health Nursing clinicals, not in relation to medical-surgical patients with mental health components. Reasons identified include medical-surgical focus throughout the majority of the program and faculty comfort level with Psychosocial Integrity content and care.

Use of Results for Improvement

For the NURS 245: Transition into Professional Nursing course, the faculty will reimplement use of Version 1 and Version 2 for the Exit Examination. This will allow the students the opportunity to improve their performance and provide valid data for the program to review in all of the categories.

The Safety and Infection Control Category data shows a need to improve clinical experiences for students to include patients with mobility issues. The faculty will collaborate with the Simulation Laboratory Coordinator to create a new simulation or adapt a current simulation to include a mobility issue including the use of an assistive device.

For the Psychosocial Integrity content, the faculty will focus on incorporating the interrelated concept of psychosocial integrity throughout the medical-surgical clinical experiences. As well, during the 2021-22 academic year a professional development topic will include Mental Health nursing care to increase faculty's comfort in the clinical setting.

For the Pharmacological and Parenteral Therapy Category, the faculty will implement the skill of blood administration in the NURS 219: Medical Surgical Nursing II simulation (Weston). This will allow students to practice the skill of blood administration that they are prohibited from in the clinical setting.

The categories of Physiological Adaptation and Reduction of Risk Potential saw improvements in student performance so no intervention will be implemented.

Program Outcome #4

Apply evidence-based practice while recognizing the role of quality improvement in the healthcare system.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
NURS 108	LPN-RN Bridge	2	31	Sections 2 Students 31	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y
NURS 129	Medical – Surgical Nursing I	1	24	Sections 1 Students 24	Sections 0 Students 0	Sections 0 Students 0	FT: 3 PT: 0	Y
NURS 245	Transition into Professional Nursing	3	67	Sections 3 Students 67	Sections 0 Students 0	Sections 0 Students 0	FT: 2 PT: 0	Y
NURS 238	Medical – Surgical III	3	67	Sections 3 Students 67	Sections 0 Students 0	Sections: 0 Students: 0	FT: 7 PT: 0	Y
NURS 218	Maternal Child Health Nursing	3	76	Sections 3 Students 76	Sections 0 Students 0	Sections 0 Students 0	FT: 4 PT: 0	Y

Artifacts:

- HESI Examination Data: standardized examinations specific to nursing programs. Category scores set based on recommendations from HESI after they conducted in-depth research.
 - NURS 108: LPN-RN Bridge
 - Fundamentals Examination
 - NURS 129: Medical Surgical Nursing I
 - Fundamentals Examination
 - NURS 218: Maternal Child Nursing
 - Maternal Examination
 - NURS 238: Medical Surgical Nursing III
 - Medical Surgical Examination
 - Pharmacology Examination
 - NURS 245: Transition into Professional Nursing
 - Exit Examination
- NCLEX-RN Data (from Mountain Measurement) (not available until May 2022)

Management of Care				
Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
NURS 108	0	1	3	27
NURS 129	11	0	0	13
NURS 218	0	0	1	58
NURS 238-MS	6	2	20	39
NURS 238-Pharm	0	0	0	33
NURS 245	20	7	24	16

NCLEX-RN Categories				
Course	Level I 0-30%	Level II 31-49%	Level III 50-65%	Level IV >65%
Management of Care				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-RN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-RN category.

Assessment Result

Program Outcome #4:

Apply evidence-based practice while recognizing the role of quality improvement in the healthcare system.

The students' performance in the program increased from a 71.1% benchmark rate in 2019-20 to an 83.2% benchmark rate in 2020-21. However, the program noted decreased in the NURS 129: Medical Surgical Nursing I course (went from 80% in 2019-20 to 54%) and in the NURS 238: Medical Surgical Nursing III course (went from 91% in 2019-20 to 88%). The program saw increases in the NURS 108: LPN-RN Bridge course (went from 62% in 2019-20 to 96%) and NURS 218: Maternal Child Nursing course (went from 60% in 2019-20 to 100%).

Analysis

The program faculty believe there are several factors that influenced the Management of Care category performance. For the NURS 129: Medical Surgical Nursing I course, the student performance decreased 26% from 2019-20. When evaluating the cohort, the faculty identified that the students in this cohort did not receive NURS 116: Fundamentals of Nursing clinicals in spring 2020. The missing clinical experience is comprised of 80+ hours of direct patient clinical contact and their first Team Leading assignment. The content of the Management of Care Category includes delegation and supervision that the students in this cohort did not get an opportunity to apply in the clinical setting.

The NURS 108: LPN-RN Bridge students increased their performance by 34%. The faculty identified being able to teach the course in a face-to-face environment as compared to having to teach the course remotely as the greatest impact. With being able to teach the course face-to-face, the faculty were able to use standard nursing examinations and in-class activities that enhanced student learning. The faculty identified that several of the students in this cohort came directly from a Practical Nursing (LPN) program and were accustomed to taking standardized examinations and NCLEX style questions as a contributing factor for the increase in performance. The NURS 108: LPN-RN Bridge course was moved to the spring semester from the summer semester. The faculty believe this contributed to the students taking the course more seriously and access to more academic resources.

The NURS 218: Maternal Child Nursing performance increased 40% for the year. Of the 76 students that completed the examination only 59 received a question in the Management of Care Category. Based on the low question count in the category, the faculty do not believe it is truly indicative of the Management of Care category overall. The faculty did identify that the course was taught in Sikeston by

three full-time faculty with a Medical Surgical clinical background. The faculty believe this allowed them to teach the course at a conceptual level and not go into more detail than necessary in the course.

The NURS 238: Medical Surgical Nursing III Medical Surgical examination performance decreased 3%.

While this is not a significant decrease, the faculty did identify that the December 2020 evening graduates did not have their NURS 219: Medical Surgical Nursing II clinical experience related to COVID-19. The NURS 219 clinical experience consists of 101.5 contact hours including a Team Lead experience.

The NURS 238: Medical Surgical Nursing II Pharmacology examination performance showed 100% of the students performing at Level IV. There was no comparison data for 2018-19 or 2019-20 for this examination in the Management of Care Category. Of the 67 students that took the examination, only 33 received a question in the Management of Care Category.

The NURS 245: Transition into Professional Nursing courses did not see a significant change from 2019-20. However, the data is not considered valid as the students only completed Version I of the examination. Data from the other examinations comes from Version 1 and 2 where students have the ability to improve their performance following remediation.

Use of Results for Improvement

Based on the data presented, the faculty believe there needs to be an increased focus on providing quality clinical experiences for student learning. Should the program be forced out of clinical areas again related to COVID-19, the faculty will make a concentrated effort to include robust clinical experiences in the Simulation and Skills Laboratories to include a Team Lead focus. As well, the faculty will ensure they are using their NCLEX-RN activity statement laminated cards in the clinical setting to ensure a comprehensive clinical experience. The final intervention will be to move the NURS 245: Transition into Professional Nursing Exit Examination back to include both Versions 1 and 2.

Summary of Results

NCLEX-RN Test Category	% of Students Benchmarking 2018-2019	% of Students Benchmarking 2019-20	% of Students Benchmarking 2020-21	NCLEX -RN Data
Management of Care (Program Outcome 1 and 4)	78.7%	71.1%	83.2%	
Health Promotion and Maintenance (Program Outcome 2)	68.2%	75.8%	69.1%	
Psychosocial Integrity (Program Outcome 2 and 3)	68.5%	68.5%	57.7%	
Pharmacological and Parenteral Therapies (Program Outcome 3)	75.4%	63.4%	73.7%	
Physiological Adaptation (Program Outcome 3)	73.9%	74.2%	70.3%	
Reduction of Risk Potential (Program Outcome 3)	78.2%	73.6%	77.3%	
Safety and Infection Control (Program Outcome 3)	72.5%	75.2%	75.8%	
Basic Care and Comfort (Program Outcome 3)	71.6%	80.7%	68%	

Summary of Analysis

Overall, the students' performance in 2020-21 more closely matched the 2018-19 data. The faculty review found most of the issues surrounded the students' clinical experiences or lack of. The faculty believe the students being able to apply the theoretical knowledge in the clinical setting is key for student learning. Based on the data and analysis, the main intervention moving forward will be to ensure a robust clinical experience for students including Team Lead assignments, Psychosocial Integrity integration, Pharmacological Therapies including blood administration, and basic care and comfort concepts (including mobility and assistive devices).

Are there any anomalies in the results that were noticed?

The faculty did not identify any anomalies in the data.

Did the data that you collected and organized provide enough detailed information for the program faculty to make changes or to be confident that no changes were needed?

The data for 2020-21 provided more consistent data to compare with the 2018-19 data. The 2019-20 data was largely unreliable related to the spring 2020 semester challenges, Ransomware and move to remote instruction related to COVID-19. The faculty did not feel that large changes were in order based on the data, however, several focused changes were recommended.

Were there any patterns in the data observed?

The faculty observed data more consistent with 2018-19 academic years and prior. The change from the 2019-20 data confirmed to the faculty that the data was not reliable related to the spring 2020 challenges.

What is the proposed timeline for the changes outlined above?

All of the above-named interventions will be implemented in fall 2021 with some delayed to spring 2022 based on course offerings/cohort start dates.

THREE RIVERS COLLEGE

Student Learning Outcomes (SLO) Report Addendum

Program Name: Nursing

- (1) Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2020-21 SLO report. (Use as many pages as necessary to describe.)

2018-19 Use of Results for Improvement (to be implemented in 2020-21):

- Review of the NCLEX-RN test plan categories on the program's lesson plans for accuracy.
- Incorporate the NCLEX-RN activity statements into the clinical environment
- The faculty will begin incorporating NCLEX-RN style question into the classroom environment.
- Faculty will create a realistic testing environment similar to the NCLEX-RN for all proctored HESI examinations.
- Mandate all students take the HESI Version 1 and 2 on all examinations.
- Require a rationale review for all HESI proctored examinations for any student that scores less than 850.
- A HESI Review assignment will be placed into NURS 219: Medical Surgical Nursing II that places an emphasis on the first HESI Examination in the curriculum.
- HESI workshop created to cover why HESI is important.
- Developed a HESI remediation form to be used by students in the Student Retention and Progression Plan.
- Faculty will review their cohort's scores on the HESI examination prior to starting the next course.
- Add a component to the Test Taking Workshop that discusses how to breakdown a program lesson plan including the NCLEX-RN Test Categories section.
- Collect data that focuses on students that score less than 650 on HESI proctored examinations while in the program.

THREE RIVERS COLLEGE

Student Learning Outcomes (SLO) Report Addendum

(2) Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (*Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.*)

- Pass rate for the NCLEX-RN is as follows:
 - December 2020: $18/23=78.2\%$
 - May 2021 Poplar Bluff: $20/22=90.9\%$
 - May 2021 Sikeston: $21/21=100\%$
- Program Completion Rate is as follows:
 - 2019: 75%
 - 2020: 67.4%
- Job Placement:
 - 2020: 96.6%



THREE RIVERS COLLEGE

**Information Systems Technology -
Office Administration
Program Level SLO Report
Julie Becker – Program Manager**

2020-21

Program Purpose Statement

The OFFICE ADMINISTRATION program is designed for individuals who are currently employed in an office environment or for students planning a career as an office administrative assistant. This program prepares students to meet the challenges of the modern office through the application of practical and theoretical general education and hands-on skill development.

Program Outcomes

1. Demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing business and office administration terminology and vocabulary.
2. Demonstrate technological skills including word processing, spreadsheets, and database management applications as they apply to office administration.
3. Demonstrate appropriate office procedures as related to a business environment.
4. Understand and perform office accounting and recordkeeping functions as related to office administration.

Curriculum Mapping

Three Rivers College Program Managers review their program curriculum to align instruction to programmatic outcomes. The exercise of curricular mapping allows Program Managers to evaluate the curriculum in a broader perspective to develop and implement an assessment plan for the program, reveal any gaps in the curriculum, and identify areas where improvement interventions can be implemented. This curriculum mapping also provides the faculty improved communication amongst program faculty and students. The subsequent curriculum maps are arranged by program to correspond with the Student Learning Outcomes provided within this report for the 2020-21 academic year.

Office Administration Course Mapping

BUED 103 – Business English

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Use appropriate reference materials such as online dictionaries, print dictionaries, and reference manuals to locate answers to questions	1
2	Identify parts of speech and understand how they function in sentences	1
3	Write complete sentences avoiding fragments, comma splices, and run-ons	1
4	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections correctly in oral and written communication	1
5	Develop proficiency in punctuation, capitalization, and number style skills	1
6	Demonstrate realistic applications of current usage and style in today's workplace	1
7	Demonstrate improved vocabulary, spelling, and editing skills	1
8	Recognize and create professional business messages that demonstrate correct formats and ideas expressed in clear, concise, and correct English	1

BLAW 221 – Legal & Ethical Environment of Business

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify the sources of law and the legal system within the United States.	1, 3
2	Discuss the elements of a contract and the rights and obligations within.	1, 3
3	Distinguish when the law of contract and the law of sales are to be applied	1, 3
4	Explain torts and the type of remedies available for breach of agreements.	1, 3
5	Explain the elements of intellectual property and maintaining ownership interests.	1, 3
6	Analyze business regulations for their moral and ethical value and determine how they impact the business environment.	1, 3

IST 100 – Computer Applications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate proficiency in using college systems to conduct online learning and research.	2
2	Demonstrate understanding of security options for technology platforms	2
3	Demonstrate proficiency in operating a personal computer	2
4	Demonstrate proficiency in using word processing software	2
5	Demonstrate proficiency in using spreadsheet software	2
6	Demonstrate proficiency in using database software	2
7	Demonstrate proficiency in using presentation software	2

BMGT 108 – Human Resource Management

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate management and supervisory skills	1, 3
2	Recognize the key challenges to human resource management in developing the flexible and skilled workforce.	1, 3
3	Identify the individual practices and policies that make up human resource management.	1, 3

ACCT 211 – Principles of Accounting I

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify the role of the accounting profession in ethical business decision-making	3, 4
2	Apply GAAP for corporate financial reporting	3, 4
3	Analyze the elements of internal control	3, 4
4	Demonstrate accounting procedures for corporate stocks and bonds	3, 4
5	Calculate financial ratios and use them to evaluate business performance.	3, 4

ACCT 216 Business Accounting

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify the role of the accounting profession in ethical business decision-making.	3, 4
2	Apply GAAP for corporate financial reporting.	3, 4
3	Construct a statement of cash flows using information from the accrual balance sheet and income statement	3, 4
4	Calculate financial ratios and use them to evaluate business performance.	3, 4
5	Relate the use of accounting information to pricing and capital investment decision making.	3, 4

BUED 203 Business Communications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate their abilities to use clear, concise, and grammatically correct language	1
2	Practice the ability to select, organize, and effectively deliver information in a businesslike manner	1, 3
3	Demonstrate ability to contribute to team performance, plan and participate in productive meetings, and use collaborative technologies	1, 2, 3

IST 148 Office Procedures

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Demonstrate an understanding of current office practices	1, 3
2	Exhibit awareness of the developing trends in office practices, such as virtual, mobile and home offices	1, 3
3	Locate and understand common skill sets found in the office environment	1, 3
4	Employ effective personal and interpersonal skills in various business situations	1, 3
5	Exercise efficient time management techniques	1, 3
6	Facilitate teamwork in a diverse office environment	1, 3

IST 149 Medical Terminology & Coding

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Spell and define anatomical, pathological, diagnostic, and treatment medical terms	1, 3
2	Identify the basic structures of each body system	1
3	Briefly explain the function of each body system and related organs	1
4	Accurately assign medical codes to diagnoses, procedures, operations, and other medical or surgical services	1

BMGT 235 Customer Service Management

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Develop a heightened awareness of the challenges and opportunities in customer service.	1,3
2	Demonstrate techniques for exceeding expectations in value, information, convenience, and timing in order to create greater customer loyalty.	1,3
3	Show specific personal and communication behaviors that engage customers.	1,3

BUAD 120 Introduction to Business

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Recognize the roles of the four functions of management.	1,3
2	Identify the types of business ownership.	1,3
3	Interpret good business ethics and socially responsible business practice.	1,3
4	Recognize the importance of creating a flexible organization through proper implementation of human resource management.	1,3

5	Describe how the use of marketing develops customer relationships.	1,3
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IST 269 Database Applications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Build a database from scratch or from templates	2, 3
2	Exchange data with other databases and Microsoft Office documents	2, 3
3	Create forms to simplify data entry	2, 3
4	Use filters and queries to find and analyze information	2, 3
5	Design rich reports that help make your data meaningful	2, 3
6	Help prevent data corruption and unauthorized access	2, 3

IST 268 Spreadsheet Applications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Interpret financial data.	2, 3, 4
2	Design formulas that solve math problems.	2, 3, 4
3	Show data in a meaningful way using charts, graphs, macros, and pivot tables.	2, 3, 4
4	Integrate Excel spreadsheets with other software applications and the Internet.	2, 3, 4

IST 126 Word Processing Applications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Identify parts of the Word screen.	2, 3
2	Apply paragraph formatting, set tables.	2, 3
3	Use advanced editing to revise text.	2, 3
4	Create, edit, and format tables.	2, 3
5	Enhance document with special features, i.e., clipart, WordArt, and shapes.	2, 3

IST 296 Office Administrative Applications

Course Learning Outcome #	Course Learning Outcome	Program Outcome #
1	Produce word processing and presentation applications to complete office administrative services.	1, 2, 3, 4
2	Produce database and word processing applications to complete office administrative services.	1, 2, 3, 4
3	Produce error-free, attractively formatted documents that represent the quality expected in real-world situations.	1, 2, 3, 4

Introduction

This report is the program level student learning outcomes for the AAS in Office Administration Option. The data and information have been collected and analyzed from the Fall 2020 and Spring 2021 semesters.

For this report the Program Purpose Statement changed slightly, and the Program Outcomes changed. The change was needed for the program outcomes to be more measurable. Also, many classes have changed over the last several years.

Artifacts collected came from the following courses: BUED 203 Business Communications; IST126 Word Processing Applications, IST 268 Spreadsheet Applications, IST269 Database Applications, IST148 Office Procedures, ACCT211 Principles of Accounting I, and ACCT216 Business Accounting. Data has been assessed, observed, and researched to the Information Systems Technology Office Administration program (AAS) course mapping plans and further to the individual rubrics used within each course where information was collected.

The Microsoft Office Specialist (MOS) certification is comprised of an exam whereby successful completion demonstrates a person has the skills needed to get the most out of Office in a specific Office program (Word, Excel, Access, PowerPoint). Holding a MOS certification can earn an entry-level business employee more in annual salary than uncertified peers. Students received full objective-by-objective review and detailed procedures to help build the skills measured by the exam. The review materials divide exam coverage into chapters representing groups of core, related skill sets that correspond to MOS exam objectives. The industry recognizes these credentials serve two purposes; program assessment and student recognition for knowledge gained from specific coursework. Also, the MOS certification exam is not used for assessment and is not tied to the program outcomes. The students are required to take the MOS Certification exam as the final exam for IST 126 Word Processing, IST 268 Spreadsheet Applications, and IST 269 Database Applications. These exams are required for the students to take before they can receive the diploma for Office Administration. These are the exit exams for this program.

Outcome #1 Rubric

Demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing business and office administration terminology and vocabulary.

Criteria	I	II	III	IV
Communication	Fails to demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing business and office administration terminology and vocabulary.	Demonstrates the ability to communicate either written or oral communication but fails to do so utilizing business and office administration terminology and vocabulary.	Demonstrates the ability to communicate in all forms effectively, including written and oral communication, business and office administration terminology and vocabulary but requires assistance or has multiple errors.	Demonstrates the ability to communicate in all forms effectively, including written and oral communication, utilizing business and office administration terminology and vocabulary.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
BUED 203	Business Communication	1	19	Sections 0 Students 0	Sections 1 Students 19	Sections 0 Students 0	FT: 1 PT: 0	Yes

Course being reported: BUED 203 Business Communication

Criteria	I	II	III	IV	Total Students
Communication	2	5	6	5	18

Assessment Result

Program Outcome #1 – Communicate in a business environment.

A business report assignment is used to assess this outcome in BUED 203. Students were given the rubric and specific instructions to create a business report. Students are understanding the assignment and understanding how important writing skills are.

For the Communication Program Outcome, 28 percent of the students scored in Category IV, 33 percent of the students scored in Category III, 28 percent of the students scored in Category II, and 11 percent of the students scored in Category I.

Analysis

This year 61 percent of the students scored in Category III and Category IV. Students are learning written communication skills.

Use of Results for Improvement

Sixty-one percent of the students scored in Category III and Category IV, and 38 percent of the students scored in Category I and Category II. We still plan to put an emphasis on demonstrating skills in composing, formatting, and writing professional business and office administration correspondence, which includes e-mail messages, memos, letters, informal reports, well-researched proposals, and formal reports. Research shows that employers look for employees with very good written communication skills.

Program Outcome #2 Rubric

Demonstrate technological skills including word processing, spreadsheets, and database management applications as they apply to office administration.

	I	II	III	IV
Technological Skills	Fails to demonstrate technological skill in word processing, spreadsheets, and database management applications.	Demonstrates progression of technological skill in word processing, spreadsheets, or database management applications, but not all three.	Demonstrates technological skill in word processing, spreadsheets, and database management applications, but requires assistance or has multiple errors.	Demonstrates technological skill in word processing, spreadsheets, and database management applications.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 268	Spreadsheet Applications	2	18	Sections 0 Students 0	Sections 2 Students 18	Sections 0 Students 0	FT: 1 PT: 0	Yes

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 269	Database Applications	1	9	Sections 0 Students 0	Sections 1 Students 9	Sections 0 Students 0	FT: 1 PT: 0	Yes

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 126	Word Processing Applications	1	16	Sections 0 Students 0	Sections 1 Students 16	Sections 0 Students 0	FT: 1 PT: 0	Yes

IST 269	I	II	III	IV	Total # of Students
Technological Skills	0	0	7	2	9
IST 268	I	II	III	IV	Total # of Students
Technological Skills	0	1	6	11	18
IST 126	I	II	III	IV	Total # of Students
Technological Skills	4	1	0	11	16

Assessment Result

Program Outcome #2 - Demonstrate technological skills including word processing, spreadsheets, and database management applications as they apply to office administration.

IST269 Database Applications is only offered in spring semesters; IST126 Word Processing Applications and IST268 Spreadsheet Applications are offered in fall and spring semesters. However, IST126 Word Processing Applications was not offered in Fall 2020.

Students are being assessed over the full scope of course work in IST126, IST268, and IST269. In Spring 2021, we transitioned from Pearson's MyITLab learning platform to Cengage's MindTap. These are learning management systems with simulated computer labs and hands-on projects. The reason for switching from Pearson to Cengage was 1) fewer technology issues with the product and 2) Cengage provides more learning material plus an actual MOS exam simulation. Student performance in class and on the MOS exam will guide what content needs to be added to the course to optimize student learning. For instance, the instructors will create and publish "how-to" videos for each project assigned in the course. These videos will be posted in Fall 2021 and will be included in the appropriate learning module.

In IST269 Database Applications, 78 percent of the students, which is 7 out of 9 students, scored in Category III, and 22 percent of the students, which is 2 out of 9 students, scored in Category IV.

In IST268 Spreadsheet Applications, 6 percent of the students, which is 1 out of 18, scored in Category II; 33 percent of the students, which is 6 out of 18 students, scored in Category III; and 61 percent of the students, which is 11 out of 18 students, scored in Category IV.

In IST126 Word Processing Applications, 25 percent of the students, which is 4 out of 16 students, scored in Category I; 6 percent of the students, which is 1 out of 16 students, scored in Category II; and 69 percent of the students, which is 11 out of 16 students, scored in Category IV.

Analysis

In IST269 Database Applications, 100 percent of the students scored in Categories III and IV. This shows that students are demonstrating technological skills in database management applications.

In IST268 Spreadsheet Applications, 94 percent of the students scored in Categories II and IV. This shows that students are demonstrating technological skills in spreadsheets applications.

In IST126 Word Processing Applications, 69 percent of the students scored in Category IV. This shows that students are demonstrating technological skills in word processing applications.

These results tell us that our students are obtaining technological skills that they will be able to use once they graduate. Students are doing well.

A total of 88 percent of students in these three advanced computer classes are comprehending the material and have been successful in mastering the outcomes for the courses.

Use of Results for Improvement

We changed from the publisher Pearson and MyLabsPlus to the publisher Cengage and MindTap. It appears that MindTap gives students and instructors more interactivity. MindTap engages students more in the online learning platform. IST100 Computer Applications is a prerequisite for IST126 Word Processing Applications, IST268, Spreadsheet Applications, and IST269 Database Applications. IST100 changed platforms first to Cengage MindTap, which led to the change of platform in IST126, IST268, and IST269. We will continue observing this platform to make sure students are receiving reliable experiences that improve performance and allows students to gain the skills needed to employ technology.

Program Outcome #3

Demonstrate appropriate office procedures as related to a business environment.

	I	II	III	IV
Office Procedures	Fails to demonstrate appropriate office procedures in records management as related to a business environment.	Demonstrates progression of appropriate office procedures in records management as related to a business environment.	Demonstrates appropriate office procedures in records management as related to a business environment but requires assistance or has multiple errors.	Demonstrates appropriate office procedures in records management as related to a business environment.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
IST 148	Office Procedures	1	9	Sections 1 Students 9	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

IST148	I	II	III	IV	Total Number of Students
Office Procedures	0	1	1	7	9

Assessment Result

IST148 Office Procedures is the class for Program Outcome #3. A Records Management Filing project is the assessment for this outcome. Records Management, sometimes known as records information management, is the act of managing and administering information, regardless of format, that is created, received, preserved, kept, and disposed of. Companies must adhere to established rules, records management procedures, and records preservation guidelines.

One 11 percent of students scored in Category II, 11 percent of students scored in Category III, and 78 percent of students scored in Category IV.

Analysis

It is important to understand and have the knowledge of office procedures in records management. Records management is the process of managing an organization's data throughout the lifecycle. The records management filing project is described in detail to students. A total of 78 percent of the students scored in Category IV; students are understanding records management.

Use of Results for Improvement

The assessment results will continue to be observed.

Program Outcome #4

Understand and perform office accounting and recordkeeping functions as related to office administration

	I	II	III	IV
Office Accounting and Record Keeping Functions	Fails to perform office accounting and record keeping functions as related to office administration.	Performs progression of office accounting and record keeping functions as related to office administration.	Performs office accounting and record keeping functions as related to office administration but requires assistance or has multiple errors.	Performs office accounting and record keeping functions as related to office administration.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
ACCT 211	Principles of Accounting I	7	138	Sections: 2 Students: 40	Sections: 5 Students: 98	Sections: 0 Students: 0	FT: 1 PT: 1	Yes

Course being reported: ACCT 211 Principles of Accounting I

	I	II	III	IV	Total # of Students
Office Accounting and Record Keeping Functions	8	13	50	67	138

Assessment Result:

Unit 3 exam is assessed to meet this program outcome. This exam requires students to use skills learned the entire semester to complete financial accounting questions and problems.

Students are required to understand and perform office accounting and recordkeeping functions. Of the 138 students enrolled in ACCT 211, Principles of Accounting I, 67 students (49 percent) scored in competency area IV while another 50 students (36 percent) scored in competency area III.

Analysis:

During the 2020-2021 academic year, 85 percent of Principles of Accounting I students have performed office accounting and recording keeping functions with either no or minimal errors. Students are retaining the accounting knowledge taught throughout the semester and applying that knowledge to complete questions and problems on this exam.

Use of Results for Improvement:

Most students are successfully completing the required assignment displaying that they have retained knowledge presented during this course. This assessment will continue to be monitored going forward to determine way to continue to improve student learning throughout the course.

Additional Summary Notes

What is the proposed timeline for the changes outlined above?

Assessments and program outcomes will continue to be observed.

Are there any anomalies in the results that were noticed?

No anomalies observed.

Did the data that you collected and organized provide enough detailed information for the program faculty to make changes or to be confident that no changes were needed?

The Fall 2020/Spring 2021 Student Learning Outcomes for the Office Administration program are all new outcomes. At this time we need to two years of data to make changes.

Were there any patterns in the data observed?

No new patterns were observed.

Student Learning Outcomes (SLO) Report Addendum

Office Administration Program

(1) Describe any changes (Curriculum, QM, modality, textbook, learning resources, etc.) made to your program in any previous year(s) that may have caused the (positive or negative) outcomes results in the 2020-21 SLO report. (Use as many pages as necessary to describe.)

Program Purpose Statement changed to the following:

The OFFICE ADMINISTRATION program is designed for individuals who are currently employed in an office environment or for students planning a career as an office administrative assistant. This program prepares students to meet the challenges of the modern office through the application of practical and theoretical general education and hands-on skill development.

Office Administration Program Outcomes changed to the following:

1. Demonstrate the ability to communicate in all forms effectively, including written and oral communication, utilizing business and office administration terminology and vocabulary.
2. Demonstrate technological skills in word processing, spreadsheets, and database management applications.
3. Demonstrate appropriate office procedures as related to a business environment.
4. Perform office accounting and recordkeeping functions as related to office administration.

IST100 changed from Pearson to Cengage publishers. We changed IST100 to Cengage's MindTap; IST100 is a prerequisite for the three advanced computer classes; IST126 Word Processing Applications, IST268 Spreadsheet Applications, and IST269 Database Applications changed to Cengage MindTap. The publisher changed because of issues with Pearson's MyLabsPlus. Cengage's MindTap offers a simulated MOS exam that mimics the actual test environment.

IST256 Administrative Transcription was deactivated because of problems with software. We also met with Advisory Committee Members, and they stated they do not have any administrative assistants transcribe.

IST256 was replaced with the following list of business elective courses: ACCT219 Accounting Management Software, BUAD221 Fundamentals of Management (Spring only), BMGT105 Career Management (Fall only), BMGT215 Supervisory Development (Spring only), ACCT212 Principles of Accounting II.

IST297 IST Internship Project was replaced with BLAW221 Legal and Ethical Environment of Business. Students now complete BLAW221 and IST149 Medical Terminology and Coding, which gives the students a wider range of skills to be employable.

ACCT 216- Business Accounting will be deactivated and removed from the AAS Medical Billing and Coding grid. Currently, the students have the option of taking ACCT 216 or ACCT 211 Principles of Accounting I. Both courses share the same outcomes with one exception. Due to the similarity of both courses and low enrollment in ACCT 216, it has been decided to only offer ACCT 211 as a program option.

(2) Explain how the data points align and impact the student learning outcomes or program outputs for each of the changes listed above in section (1.). (Output data do not directly and specifically measure changes in student learning. Output data are the indirect results of program activities and are measured by enrollment, retention rate, graduation data, and external exam pass rates, etc.)



THREE RIVERS COLLEGE

Paramedic AAS

Program Level SLO Report

Tami Cunningham – Program Manager

2020-2021

Program Purpose Statement

AAS-Paramedic Purpose: Career and Technical Education. To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency medical Technician, and/or Emergency Medical Responder levels.

Paramedic Program Learning Outcomes

1. Provide a safe, supportive and effective environment for each pre-hospital encounter.
2. Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.
3. Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.
4. Communicate in a professional manner with all members of the health care team.
5. Utilize knowledge of normal/abnormal anatomy and physiology and pharmacology in pre-hospital emergency care.

Paramedic: Program Outcomes Mapping

Program Outcome 1:

Provide a safe, supportive and effective environment for each pre-hospital encounter.

Course	Course Learning Outcome (CLO)
EMDS 105: EMS I	Assess the nature and seriousness of the patient's condition or extent of injuries to provide emergency medical care. (CLO 1)
	Demonstrate safe patient handling techniques. (CLO 3)
EMDS 201: EMS II	Manage the different types of scenes, such as crime, Haz-Mat, and rescue. (CLO 4)
EMDS 202: EMS Internship I	Initiate intravenous administration with/without fluid and/or medication administration by all routes. (CLO 2)
	Manage pre-hospital patients with medical emergencies. (CLO 4)
EMDS 204: EMS III	Provide pre-hospital care to the medical, trauma, and special consideration patient. (CLO 4)
EMDS 205: EMS Internship II	Demonstrate medication administration using all routes. (CLO 2)
	Provide pre-hospital care to the medical, trauma, and special consideration patient. (CLO 3)

Program Outcome 2:

Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.

Course	Course Learning Outcome (CLO)
EMDS 105: EMS I	Choose appropriate emergency medical care based on assessment findings of the patient's condition. (CLO 2)
EMDS 201: EMS II	Apply protocols/procedures to emergency situations for patients of all ages. (CLO 5)
EMDS 202: EMS Internship I	Place and administer care of advanced airway devices. (CLO 3)
EMDS 204: EMS III	Apply the protocols/procedures of ACLS, PHTLS, and PALS to pre-hospital patients. (CLO 1)
EMDS 207: EMS IV	Implement a treatment plan for emergency situations. (CLO 1)
	Show competency for National Registry Cognitive and psychomotor examination. (CLO 2)
EMDS 208: EMS Internship III	Demonstrate the ability to perform a comprehensive assessment on medical, trauma, or special consideration patients. (CLO 1)
	Safely perform advanced life support skills. (CLO 2)

Program Outcome 3:

Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.

Course	Course Learning Outcome
EMDS 105: EMS I	Safely and effectively perform the roles and responsibilities of the EMT job description. (CLO 4)
EMDS 201: EMS II	List the roles and responsibilities of the paramedic including personal wellness, injury prevention activities, and legal and ethical issues that impact decisions made in the pre-hospital setting. (CLO 1)
EMDS 205: EMS Internship II	Demonstrate the roles and responsibilities of the paramedic including personal wellness, injury prevention activities, and legal and ethical issues that impact decisions made in the pre-hospital setting. (CLO 1)

Program Outcome 4:

Communicate in a professional, considerate, and cooperative manner with all members of the healthcare team.

Course	Course Learning Outcome (CLO)
EMDS 201: EMS II	Apply the principles of therapeutic communication to effectively communicate with patients of all ages. (CLO 3)
EMDS 202: EMS Internship I	Demonstrate professional conduct and communication skills with patient, families, healthcare team, and the community as a paramedic. (CLO 1)
EMDS 204: EMS III	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 2)
EMDS 205: EMS Internship II	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 4)
EMDS 207: EMS IV	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 3)
EMDS 208: EMS Internship III	Demonstrate the ability to serve as a team leader in a variety of pre-hospital emergency situations. (CLO 3)
	Demonstrate professional communication with the healthcare team including patient report and documentation. (CLO 4)

Program Outcome 5:

Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology, microbiology, and pharmacology.

Course	Course Learning Outcome (CLO)
EMDS 201: EMS II	Use the principles of anatomy and physiology and pharmacology for pre-hospital patient encounters. (CLO 6)
EMDS 204: EMS III	Use the principles of anatomy and physiology and pharmacology for pre-hospital patient encounters. (CLO 3)

Program Outcome #1 Rubric

Provide a safe, supportive and effective environment.

	Level I	Level II	Level III	Level IV
EMS Operations Psychomotor	Fails to properly identify the EMS operations and usage.	Fails to manage the EMS operations and usage.	Manages operations with minor errors and none being life threatening	Manages the ECG operations correctly and consistently
Patient Assessment Psychomotor	Patient assessment not provided or multiple errors.	The patient assessment provided with errors and slower than expectation.	Provides an appropriate and mostly accurate assessment of the patient including sick/not yet sick, ABC's, vital signs, history, and physical exam.	Provides a quick, thorough and accurate assessment of the patient including sick/not yet sick, ABC's, vital signs, history, and physical exam.
Preparatory Affective	Does not apply the standard of responsibility.	Inadequately applies standard of responsibility	Applies standards of responsibility with minor errors.	Correctly and consistently applies the standard of responsibility.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 202	EMS II	1	7	Sections 1 Students 7	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMDS Internship III	1	4	Sections 1 Students 4	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 202 EMS Internship I

	Level I	Level II	Level III	Level IV	# of Students
EMS Operations	0	0	5	2	7
Patient Assessment	0	0	3	4	7
Preparatory	0	0	5	2	7

Course being reported: EMDS 208 EMS Internship III

	Level I	Level II	Level III	Level IV	# of Students
EMS Operations	0	0	0	4	4
Patient Assessment	0	0	0	4	4
Preparatory	0	0	0	4	4

Assessment Result

Program Outcome #1: Provide a safe, supportive, and effective environment for each pre-hospital encounter.

Program outcome 1 data is collected in EMDS 202: EMS Internship I (1st semester) and again in EMDS 208: EMS Internship III (3rd semester) using the same rubric. In EMDS 202: EMS Internship I (1st semester),

students were divided between Level III and Level IV. In EMDS 208 (3rd semester), all of the students reached Level IV in EMS operations, patient assessment, and preparatory.

Analysis

Faculty found that the students in this cohort had a strong EMT knowledge and skill base when they entered the program. Out of the seven students in the cohort, six completed the EMDS 105 course at Three Rivers. The faculty believe the EMDS 105 course changes made in 2018-19 have led to a stronger EMT student that positively impacts entry in the Paramedic program.

According to faculty, students in this cohort were more dedicated to preparing for class time. With this cohort, the faculty increased the level of expectation for class/simulation time for students, put a Remediation Plan in place, took away the Pocket Guide for simulation, implemented Pharmacology with the disease process, limited the preceptors students could choose, only allowed 50% of their clinical time at their home service, discouraged their preceptor being their current partner (on ambulance), and implemented case study reviews with the Medical Director. Anecdotally, the faculty saw an improvement in the students' attitude and preparedness.

The data shows in 2019-20 students were 100% in Level III for EMDS 202 while in 2020-21, 28-57% of students achieved Level IV in EMDS 202. In EMDS 208, the data shows that in 2019-20 55-78% of the students scored in Level III while in 2020-21 100% of students scored in Level IV.

Use of Results for Improvement

Faculty believe that the data from 2020-21 validates the changes that were made in the Paramedic program.

Previous changes that were made will be continued. Changes include:

- Increased level of expectation for class/simulation time
- Remediation Plan created

- Limited time at home service (50%)
- Case study review with Medical Director
- Limited preceptors for clinical time
- Implemented pharmacology taught with the disease process
- Removed the Pocket Guide for simulation scenarios
- Discouraged the use of the students' partner on the ambulance as their Preceptor

The faculty do not believe any further changes are indicated at this time. Positive results have been seen based on the above listed changes. Faculty will continue to implement and evaluate the above changes.

Program Outcome #2 Rubric

Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.

	Level I	Level II	Level III	Level IV
Airway Management Psychomotor	Inability to manage the airway.	Inability to manage the airway consistently or managing the airway with errors being life threatening.	Manages the airways with minor errors and none of which are life-threatening.	Manages the airway appropriately and consistently.
ECG Recognition Psychomotor	Inability to properly identify the ECG rhythm.	Inability to manage the ECG rhythm consistently.	Manages the ECG with minor errors in which none is life threatening.	Manages the ECG correctly and consistently.
Judgement Psychomotor	Cannot assess the run or prioritize, identify problems, treatment, or plan of care.	Assess the run and identifies problems and potential treatments with consistent guidance.	Accurately assess the run and correctly identifies the need, plan of treatment, and prioritizes problems with occasional guidance.	Accurately assesses the run and correctly identifies the need, plan of treatment, and prioritizes the problems correctly with no guidance.
Medical Psychomotor	Inadequately determine patient's condition or priority.	Inconsistently able to determine the patient's condition or priority.	Consistently able to determine the patient's condition or priority minor errors.	Correctly and consistently identifies patient's condition or priority.
Pediatric Assessment Psychomotor	Inadequately determine patient's condition or priority.	Inconsistently able to determine the patient's condition or priority.	Consistently able to determine the patient's condition or priority minor errors.	Correctly and consistently identifies patient's condition or priority.
Skills Psychomotor	Does not perform entry-level Paramedic skills at the expectation level.	Meets some of the expectations for the skill level of an entry-level Paramedic.	Consistently performs at the entry-level for Paramedic skills.	Exceeds at entry-level Paramedic skills (IV, ETT, LifePak, 12-Lead Interpretation, Etc).
Special Patients Cognitive	Misidentifies patient's condition or priority causing a life-threatening condition.	Misidentifies patient's condition or priority without causing a life-threatening condition.	Identifies patient's condition or priority with minor errors	Correctly and consistently identifies patient's condition or priority.
Trauma Psychomotor	Misidentifies patient's condition or priority causing a life-threatening condition.	Misidentifies patient's condition or priority without causing a life-threatening condition.	Identifies patient's condition or priority with minor errors in which none is life threatening.	Correctly and consistently identifies patient's condition or priority.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 202	EMS Internship I	1	7	Sections 1 Students 7	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMS Internship II	1	4	Sections 1 Students 4	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 202 EMS Internship I

	Level I	Level II	Level III	Level IV	# of Students
Airway management	0	0	5	2	7
ECG Recognition	0	0	7	0	7
Judgement	0	0	5	2	7
Medical	0	0	5	2	7
Skills	0	0	5	2	7

Course being reported: EMDS 208 EMS Internship III

	Level I	Level II	Level III	Level IV	# of Students
Airway Management	0	0	0	4	4
ECG Recognition	0	0	0	4	4
Judgement	0	0	1	3	4
Pediatric Assessment	0	0	2	2	4
Skills	0	0	0	4	4
Special Patients	0	0	1	3	4
Trauma	0	0	1	3	4

Assessment Results

Program Outcome #2: Manage emergency situations using sound judgment and protocol/procedures to respond in an efficient manner.

In 2020-21, students achieved a Level III 71% of the time in EMDS 202 with 50-100% of students achieving Level IV in EMDS 208.

Analysis

In the 2019-20 data the faculty recognize that the students were not able to have clinical experiences similar to the 2020-21 cohort. In 2019-20 students were placed in the ambulance rotation prior to having hospital clinical based on COVID-19 pandemic restrictions. The 2019-20 cohort also was not allowed to go to the surgery department for intubations. The lack of live intubations negatively impacted the students with 33% of the 2019-20 students achieving Level IV and 100% of the 2020-21 students achieving Level IV in Airway Management.

Use of Results for Improvement

The faculty believe that the data from Program Outcome #2 represents the critical need for the clinical experiences in the Paramedic program. Finding access to a large quantity of patients that need intubation for student practice is important. Students in the 2020-21 cohort were able to perform at a higher level based on completing the expected clinical experiences in the program in the expected order.

Program Outcome #3 Rubric

Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.

Criteria	Level I	Level II	Level III	Level IV
Patient Care Cognitive	Does not apply the standard of care.	Inadequately applies the standard of care.	Applies the standard of care with minor errors.	Correctly and consistently applies the standard of care.
Run Management Affective	Does not manage the run and needs full direction.	Manages parts of the run with an EMT partner. Requires frequent cues and direction.	Appropriately manage the run with an EMT partner. Requires occasional cues and direction.	Able to multi-task, efficient, problem solve, and effectively delegates to EMT's. Requires minimal to no cues or direction/

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 105	EMS I	2	21	Sections 2 Students 21	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 1	No
EMDS 202	EMDS Internship II	1	7	Sections 1 Students 7	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMS Internship III	1	4	Sections 1 Students 4	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 105 EMS I

	Level I	Level II	Level III	Level IV	# of Students
Patient Care	0	0	8	13	21

Course being reported: EMDS 202 EMDS Internship I

	Level I	Level II	Level III	Level IV	# of Students
Patient Care	0	0	5	2	7

Course being reported: EMDS 208 EMS Internship III

	Level I	Level II	Level III	Level IV	# of Students
Patient Care	0	0	0	4	4
Run Management	0	0	0	4	4

Assessment Result

Program Outcome #3: Demonstrate knowledge of the legal aspects of EMS (ex. HIPAA), and local policy limits, to all patient encounters while recognizing and accepting personal responsibility for one's actions, or lack of action, in the practice of emergency medicine.

The 2020-21 data shows that students achieved higher levels of learning than the 2019-20 students. In EMDS 105, 62% of students achieved Level IV in 2020-21 compared to 47% in 2019-20. The EMDS 105 increase in student learning is a 14% increase of students achieving Level IV over the past three years of results.

In EMDS 202, two of the students were able to achieve Level IV in 2020-21 compared to no students achieving Level IV in 2019-20. In EMDS 208, all four (100%) of the students achieved Level IV compared to 44% of students achieving Level IV in 2019-20.

Program Outcome #3, EMDS 105 Course						
Year	Level I	Level II	Level III	Level IV	Total	% Level IV
2017-2018	0	0	13	12	25	48%
2018-2019	1	0	21	13	34	37%
2019-2020	0	0	10	9	19	47%
2020-2021	0	0	8	13	21	62%

Analysis

The data shows that students performed at a higher level in 2020-21. Faculty believe that the increase in student performance is related to clinical and field work experiences following the curriculum plan versus the 2019-20 remote learning and delayed clinical experience and improving teaching in the hybrid modality. Faculty believe that ensuring the clinical experience comes before the field work as designed is especially

important. Students in the 2020-21 cohort were able to participate face-to-face throughout the program versus the 2019-20 cohort that had remote learning and virtual clinical experiences. With the 2020-21 cohort, the faculty had improved their ability to hold students accountable for required online learning. Students were then expected to come in more prepared for the lab day to run complex simulation scenarios.

The improvement in EMDS 105 follows the expected pattern of improvement based on the 2018-19 curriculum changes. The faculty also hold the students accountable for learning and use a student-centered approach for learning. The accountability in the classroom has increased by testing in pods and spot-checking peer check-offs. The data from 2019-20 was impacted by the remote instruction related to COVID-19 so improvement was expected in 2020-21.

Use of Results for Improvement

The faculty believe that the results show that improvements have been effective in improving student learning. At this point, no further interventions are planned to improve student learning. The faculty want to assess another cohort for data before making any further changes.

Program Outcome #4 Rubric

Communicate in a professional, considerate, and cooperative manner with all members of the healthcare team.

Criteria	Level I	Level II	Level III	Level IV
Attitude Affective	Does not provide care as part of the health care team.	Provides care to the patient with some collaboration as a team member.	Provides compassionate care to the patient while maintaining a collaborative relationship with the healthcare team.	Provides compassionate care to the patient while maintaining a highly collaborative relationship with the healthcare team
Communication Affective	Does not provide a detailed report (verbal or written).	Provides information about the patient's status with errors or missing information, illegible.	Provides an accurate detailed report (verbal and written).	Provides a concise, accurate and detailed report (verbal and written).
EMS Disaster Affective	Does not identify the standard of care.	Incorrectly identifies the standard of care	Identifies the standard of care but with minor errors.	Correctly and consistently identifies the standards of care.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 201	EMS II	1	7	Sections 1 Students 7	Sections 0 Students 10	Sections 0 Students 0	FT: 1 PT: 2	No
EMDS 202	EMS Internship I	1	7	Sections 1 Students 7	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No
EMDS 208	EMDS Internship III	1	4	Sections 1 Students 4	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 201 EMS II

	Level I	Level II	Level III	Level IV	# of Students
Communication (Attitude)	0	0	2	5	7
EMS Disaster	0	0	3	4	7

Course being reported: EMDS 202 EMS Internship I

	Level I	Level II	Level III	Level IV	# of Students
Communication (Attitude)	0	0	3	4	7
Communication (Dispatch)	0	0	3	4	7

Course being reported: EMDS 208 EMS Internship III

	Level I	Level II	Level III	Level IV	# of Students
EMS Disaster	0	0	0	4	4

Assessment Result

Program Outcome #4: Communicate in a professional manner with all members of the health care team.

The 2020-21 results mirrored the 2019-20 results in EMDS 201 and EMDS 202. In EMDS 208, all four students achieved Level IV versus 22% in 2019-20.

Analysis

The faculty believe that limiting the preceptor choice for students in EMDS 208 was a factor in improving student learning. The students are only allowed to choose from a group of pre-selected preceptors and not allowed to go with their own partner (in their EMT role).

Use of Results for Improvement

The faculty believe that the results show that improvements have been effective in improving student learning. At this point, no further interventions are planned to improve student learning. The faculty want to assess another cohort for data before making any further changes.

Program Outcome #5 Rubric

Utilize knowledge of principles in asepsis, normal/abnormal anatomy and physiology, microbiology, and pharmacology.

Criteria	Level I	Level II	Level III	Level IV
Knowledge Cognitive	Demonstrates no knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates some knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates knowledge of medical/trauma principles, pathophysiology, pharmacology, and use of medications.	Demonstrates a high-level of medical/trauma principles, pathophysiology, pharmacology, and use of medications.
Medication Administration Cognitive	Unable to deliver medication using priority, safety, and the 8 patient rights of medication administration.	Inconsistently delivering medication using priority, safety, and the 8 patient rights of medication administration.	Correctly and consistently delivers medication using priority, safety, and the 8 patient rights of medication administration with minor errors that, none is life threatening.	Correctly and consistently delivers medication using priority, safety and the 8 patient rights of medication administration.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
EMDS 201	EMDS EMS II	1	7	Sections 1 Students 7	Sections 0 Students 10	Sections 0 Students 0	FT: 1 PT: 2	No
EMDS 205	EMDS Internship II	1	4	Sections 1 Students 4	Sections 0 Students 0	Sections 0 Students 0	FT: 1 PT: 0	No

Course being reported: EMDS 201 EMS II

	Level I	Level II	Level III	Level IV	# of Students
Medication Administration	0	0	4	3	7

Course being reported: EMDS 205 EMS Internship II

	Level I	Level II	Level III	Level IV	# of Students
Knowledge	0	0	1	3	4

Assessment Results

Program Outcome #5: Utilize knowledge of normal/abnormal anatomy and physiology and pharmacology in pre-hospital emergency care.

The students achieved a higher level of learning in EMDS 201 and EMDS 205 in 2020-21 versus 2019-20. In 2020-21, 75% of the students achieved Level IV in EMDS 205 compared to 44% in 2019-20.

Analysis

The faculty believe that removing the students' "crutch", Pocket Guide, in EMDS 201 improved their ability to learn. The removal of the Pocket Guide meant that students had to memorize the medications and their dosages. Additionally, the curriculum changed to incorporate the medications with the disease process instead of pre-teaching pharmacology. The faculty believe that this allows the students to apply the medication to the disease process to allow for better learning.

Use of Results for Improvement

The faculty believe that the results show that improvements have been effective in improving student learning. At this point, no further interventions are planned to improve student learning. The faculty want to assess another cohort for data before making any further changes.

Summary

The data shows students achieved higher levels of learning in 2020-21 versus 2019-20. Faculty reviewed the data and believe the increased level of learning is related to clinical experiences being implemented as designed for the 2020-21 cohort and additional changes to the expectation level of the Paramedic program.

In 2019-20, students clinical experiences were delayed related to COVID-19. Additionally, because of facility restrictions, students completed their ambulance clinical hours prior to their hospital clinical hours. The curriculum is designed for the students to complete their hospital hours prior to starting on the ambulance. The faculty believe the alteration to the clinical experiences was a factor in student learning in 2019-20 and 2020-21.

Additionally, the faculty believe that holding students more accountable in the Paramedic program has led to improved learning. Interventions the faculty implemented to improve student learning include putting a Remediation Plan in place, taking away the Pocket Guide for simulation, implementing Pharmacology with the disease process, limiting the preceptors students could choose, only allowing 50% of their clinical time at their home service, discouraging their preceptor being their current partner (on ambulance), and implementing case study reviews with the Medical Director.

At this time, the faculty do not recommend any new changes to the program. Changes that have occurred over the past academic years are now being fully-implemented with the 2020-21 data showing improvement in student learning.

Anomalies in the results that were noticed:

No anomalies were noted in the data.

Did the data that you collected and organized provide enough detailed information for the program faculty to make changes or to be confident that no changes were needed?

The faculty believe that the data provided sufficient information to feel confident that changes made over the last several years were improving students learning. No changes were indicated at this time to allow time to assess recent years' curriculum changes in cohorts not impacted by COVID-19 pandemic (remote instruction, alternate clinical experiences).

Patterns in the data observed:

Consistently, the data showed improvement in 2020-21 data versus 2019-20 data. The faculty expected this pattern as the 2019-20 cohort was heavily impacted by remote learning, delayed instruction, and alternate clinical experiences.

What improvements or changes have been planned for the program as a result of this assessment and why do you expect that they will improve learning?

There are no changes anticipated at this time. The faculty believe that the 2020-21 results show that improvements made in previous years have improved student learning. The faculty want to continue to assess another cohort without impact of COVID-19 on the curriculum.



THREE RIVERS COLLEGE

Practical Nursing

Program Level SLO Report

Andrea Pierce – PB Program Manager

Christain Baker – SIK Program Manager

2020-21

Program Purpose Statement

The purpose of the Practical Nursing program at Three Rivers College is to prepare students to achieve a one-year certificate in Practical Nursing and be successful in obtaining licensure as a Licensed Practical Nurse. The Practical Nursing program instills knowledge, skills, and professional values to prepare individuals to enter the workforce and provide safe, effective nursing care for clients in a variety of healthcare settings.

Program Outcomes

1. Utilize the nursing process to provide safe client care within a healthcare team. (Application)
2. Interpret clients' diverse backgrounds across the lifespan to provide individualized nursing care. (Application)
3. Use effective communication as a member of the healthcare team. (Application)
4. Demonstrate safe, effective nursing care within the scope of practice for the practical nurse while maintaining legal/ethical standards. (Application)
5. Discover strategies to promote personal success. (Application)
6. Apply basic knowledge of mathematics; anatomy and physiology; and human growth and development to the practical nurse role. (Application)

Practical Nursing: Program Outcomes Mapping

Program Outcome 1: Utilize the nursing process to provide safe client care within a healthcare team. (Application)	
Course	Course Learning Outcome (CLO)
PNRS 105: Personal and Vocational Concepts	Describe the role of the licensed practical nurse as an effective member of the healthcare team. (CLO 3)
	Identify the practical nurse's role in utilizing the nursing process. (CLO 4)
PNRS 115: Fundamentals of Nursing	Demonstrate safe nursing care to meet the basic physiological needs of the client. (CLO 1)
	Identify the teaching-learning process to address individualized client needs. (CLO 3)
	Understand basic nutrition to promote optimal health in clients. (CLO 5)
PNRS 116: Pediatrics	Demonstrate safe nursing care for the pediatric client. (CLO 2)
PNRS 117: IV Therapy	Summarize knowledge of parental solutions. (CLO 2)
	Recognize potential intravenous therapy-related local and systemic complications. (CLO 4)
	Identify various types of equipment used for intravenous therapy. (CLO 5)
PNRS 118: Medical Surgical Nursing I	Demonstrate safe, individualized nursing care to clients with select medical-surgical disorders. (CLO 1)
	Relate health promotion and maintenance strategies to the medical-surgical client. (CLO 4)
PNRS 119: Medical Surgical Nursing II	Demonstrate safe, individualized nursing care to clients with select medical-surgical disorders. (CLO 1)
	Relate health promotion and maintenance strategies to the medical-surgical client. (CLO 4)
PNRS 125: Maternal-Newborn Nursing	Discuss normal reproduction and expected physiological changes in pregnancy. (CLO 1)
	Discuss health promotion strategies specific to sexually transmitted infections. (CLO 2)
	Summarize various methods of contraception. (CLO 3)
	Demonstrate safe nursing care with the postpartum client. (CLO 5)
	Apply nursing knowledge to the care of the newborn. (CLO 6)
PNRS 126: Pharmacology	Summarize basic principles of pharmacology. (CLO 1)
	Identify medications based on pharmacological classifications and representative medications. (CLO 3)
PNRS 127: Mental Health	Utilize the nursing process to assist in planning individualized care to clients with mental health disorders. (CLO 1)
	Identify various types of common mental health illnesses. (CLO 3)

**Program Outcome 2:
Interpret clients' diverse backgrounds across the lifespan to provide individualized nursing care. (Application)**

Course	Course Learning Outcome (CLO)
PNRS 105: Personal and Vocational Concepts	Discuss cultural diversity and spirituality. (CLO 8)
PNRS 115: Fundamentals of Nursing	Recognize adaptations in nursing care associated with the geriatric client. (CLO 4)
PNRS 116: Pediatrics	Explain adaptations of care for the pediatric client. (CLO 3)

**Program Outcome 3:
Use effective communication as a member of the healthcare team. (Application)**

Course	Course Learning Outcome
PNRS 115: Fundamentals of Nursing	Use effective communication skills in the clinical setting. (CLO 2)
PNRS 118: Medical Surgical Nursing I	Apply therapeutic communication when caring for a medical-surgical client. (CLO 2)
PNRS 119: Medical Surgical Nursing II	Apply therapeutic communication when caring for a medical-surgical client. (CLO 2)
PNRS 127: Mental Health	Discuss therapeutic communication strategies used in the mental health setting. (CLO 2)

**Program Outcome 4:
Demonstrate safe, effective nursing care within the scope of practice for the
practical nurse while maintain legal/ethical standards. (Application)**

Course	Course Learning Outcome (CLO)
PNRS 105: Personal and Vocational Concepts	Discuss the legal and ethical frameworks related to nursing practice. (CLO 6)
	Explain quality improvement processes. (CLO 7)
PNRS 117: IV Therapy	Recognize the scope of practice for the licensed practical nurse in performing intravenous therapy. (CLO 1)
	Demonstrate safe peripheral venous access, maintenance, and discontinuation. (CLO 3)
PNRS 118: Medical Surgical Nursing I	Demonstrate the role of the practical nurse in the medical-surgical setting. (CLO 3)
PNRS 119: Medical Surgical Nursing II	Demonstrate the role of the practical nurse in the medical-surgical setting. (CLO 3)
PNRS 125: Maternal- Newborn Nursing	Describe the role of the Licensed Practical Nurse in assisting with the labor and delivery process. (CLO 4)
PNRS 126: Pharmacology	Apply nursing implications related to pharmacological therapy. (CLO 2)
PNRS 128: Leadership	Recognize leadership roles of the Licensed Practical Nurse. (CLO 1)
	Employ strategies for the transition into the role of the graduate practical nurse. (CLO 2)

**Program Outcome 5:
Discover strategies to promote personal success. (Application)**

Course	Course Learning Outcome (CLO)
PNRS 105: Personal and Vocational Concepts	Identify strategies that will help ensure success in the practical nurse program. (CLO 1)
	Discuss nursing history and trends. (CLO 2)
PNRS 128: Leadership	Explore the NCLEX-PN test plan in preparation for the NCLEX-PN. (CLO 3)

**Program Outcome 6:
Apply basic knowledge of mathematics; anatomy and physiology; and human growth and development to the practical nurse role. (Application)**

Course	Course Learning Outcome (CLO)
PNRS 107: Body Structure and Function	Describe basic gross anatomy and basic microscopic anatomy of the human body. (CLO 1)
	Explain the basic principle of physiology associated with each body system. (CLO 2)
	Recall a basic knowledge of vocabulary associated with anatomy and physiology. (CLO 3)
PNRS 115: Fundamentals of Nursing	Solve mathematical calculations related to medication administration. (CLO 6)
PNRS 116: Pediatrics	Recognize normal growth and development milestones. (CLO 1)
PNRS 117: IV Therapy	Demonstrate knowledge of basic intravenous therapy calculations. (CLO 6)

Program Outcome #1

Utilize the nursing process to provide safe client care within a healthcare team.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	2	39	Sections: 2 Students: 39	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 5 PT: 0	Y

Artifact: HESI Exit Exam

NCLEX-PN Categories				
Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
Safety and Infection Control-PB	2	2	8	10
Safety and Infection Control-SIK	9	2	1	5
Health Promotion and Maintenance-PB	10	1	2	9
Health Promotion and Maintenance-SIK	10	0	4	3
Psychosocial Integrity-PB	9	3	6	4
Psychosocial Integrity-SIK	12	0	1	4
Basic Care and Comfort-PB	9	2	3	8
Basic Care and Comfort-SIK	7	4	3	3
Physiological Adaptation-PB	2	1	2	17
Physiological Adaptation-SIK	3	1	2	11
Reduction of Risk Potential-PB	4	0	6	12
Reduction of Risk Potential-SIK	4	1	8	4

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Safety and Infection Control				
Health Promotion and Maintenance				
Psychosocial Integrity				

Basic Care and Comfort				
Physiological Adaptation				
Reduction of Risk Potential				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

Program Outcome #1: Utilize the nursing process to provide safe client care within a healthcare team.

Assessment Result

The above program outcome data was divided into Sikeston and Poplar Bluff program locations to assess for potential location specific patterns.

The following results were seen from the above data:

- Safety and Infection Control:
 - 81.8% of students achieved Level III or higher in Poplar Bluff
 - 35% of students achieved Level III or higher in Sikeston
- Health Promotion and Maintenance:
 - 50% of students achieved Level III or higher in Poplar Bluff
 - 41% of students achieved Level III or higher in Sikeston
- Psychosocial Integrity:
 - 45% of students achieved Level III or higher in Poplar Bluff
 - 29% of students achieved Level III or higher in Sikeston
- Basic Care and Comfort:
 - 50% of students achieved Level III or higher in Poplar Bluff
 - 35% of students achieved Level III or higher in Sikeston
- Physiological Adaptation:
 - 86% of students achieved Level III or higher in Poplar Bluff
 - 76.4% of students achieved Level III or higher in Sikeston
- Reduction of Risk Potential:
 - 81.8% of students achieved Level III or higher in Poplar Bluff
 - 70.5% of students achieved Level III or higher in Sikeston

Analysis:

In 2020, the program moved away from the ATI Comprehensive Predictor Examination to the HESI Comprehensive Examination to allow for more detailed data. For

comparative purposes, the program looked at the percentage of students achieving Level III or higher in each program outcome.

In the 2020 cohorts, 67% of Poplar Bluff and 47% of Sikeston students achieved Level III or higher in the Safety and Infection Control category compared to the 2021 cohorts where 81.8% of Poplar Bluff and 35% of Sikeston students achieved Level III or higher.

In the 2020 cohorts, 61% of Poplar Bluff and 73% of Sikeston of the students achieved Level III or higher in the Health Promotion and Maintenance category compared to the 2021 cohorts where 50% of Poplar Bluff and 41% of Sikeston students achieved Level III or higher.

In the 2020 cohorts, 39% of Poplar Bluff and 53% of Sikeston students achieved Level III or higher in the Psychosocial Integrity category compared to the 2021 cohorts where 45% of Poplar Bluff and 29% of Sikeston students achieved Level III or higher.

The faculty attribute this performance to the fact that the 2020 cohort and 2021 cohort were taught differently due to Covid. There is not enough data to adequately determine a correlation.

In the 2020 cohorts, 72% of Poplar Bluff and 53% of Sikeston students achieved Level III or higher in the Basic Care and Comfort category compared to 2021 cohorts where 50% of Poplar Bluff and 35% of Sikeston students achieved a Level III or higher.

In the 2020 cohorts, 67% of students in both Poplar Bluff and Sikeston achieved a Level III or higher in the Physiological Adaptation category compared to 2021 cohorts where 86% of Poplar Bluff and 76% of Sikeston achieved a Level III or higher.

In the 2020 cohorts, 44% of Poplar Bluff and 60% of Sikeston students achieved Level III or higher in the Reduction of Risk Potential category compared to the 2021 cohorts where 81.8% of Poplar Bluff and 70% of Sikeston achieved a Level III or higher.

The faculty believe that this category improved due to more clinical opportunity in 2021 as compared to 2020.

The faculty believe there are several contributing factors for the differences in student achievements from 2020 to 2021. While still dealing with the effects of COVID-19, there were some limitations in clinical placement and experiences. Per instruction from the clinical facilities students were asked not to care for any client in isolation related to the amount of personal protective equipment available.

The faculty also identified that the 2021 cohort did not have good study skills in the first block of the program and struggled to retain information throughout the program. The 2021 cohort also struggled with recognizing the important concept being tested in specific test questions and did not recognize testing cues. As a whole, the 2021 cohort also exhibited poor critical thinking skills which led to lower scores in areas requiring critical thinking.

The Poplar Bluff cohort often had to compete for patients and clinical opportunities with Black River Technical College in the clinical setting at Poplar Bluff Regional Medical Center. The practical nursing students do not care for patients in the Intensive Care setting, and there were times that census was low on the medical/surgical units which contributed to a lack of clinical experience options.

Use of Results for Improvement:

Based on the experiences with the 2021 cohorts, the program has decided not to make any curriculum or programmatic changes. The program identified the following priorities for the 2022 cohorts: expose students to more computerized testing through their adaptive quizzes available from Elsevier, add more critical thinking components to lab and classroom activities, increase psychosocial concepts throughout the curriculum, add psychosocial concepts to simulations, and increase critical thinking during clinical post-conference with different activities.

Program Outcome #2

Interpret clients' diverse backgrounds across the lifespan to provide individualized nursing care.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	2	39	Sections: 2 Students: 39	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 5 PT: 0	Y

Artifacts: HESI Exit Exam

NCLEX-PN Categories				
Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
Psychosocial Integrity-PB	9	3	6	4
Psychosocial Integrity-SIK	12	0	1	4

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence	Novice	Competent	Mastery

	0-30	31-49	50-65	>65%
Psychosocial Integrity				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

Program Outcome #2: Interpret clients' diverse backgrounds across the lifespan to provide individualized nursing care.

Assessment Result

- Psychosocial Integrity:
 - 45% of students achieved Level III or higher in Poplar Bluff
 - 29% of students achieved Level III or higher in Sikeston

Analysis:

In 2020, the program moved away from the ATI Comprehensive Predictor Examination to the HESI Comprehensive Examination. For comparative purposes, the program looked at the percentage of students achieving Level III or higher in each program outcome.

In the 2020 cohorts, 39% of Poplar Bluff and 53% of Sikeston students achieved Level III or higher in the Psychosocial Integrity category compared to the 2021 cohorts where 45% of Poplar Bluff and 29% of Sikeston students achieved Level III or higher.

The faculty attribute this performance to the fact that the 2020 cohort and 2021 cohort were taught differently due to Covid. There is not enough data to adequately determine a correlation.

Use of Results for Improvement:

Based on the experiences with the 2021 cohorts, the program has decided not to make any curriculum or programmatic changes. The program identified the following priorities for the 2022 cohorts: increase psychosocial concepts throughout the curriculum, add psychosocial concepts to simulations, and add psychosocial concepts to tests throughout the curriculum.

Program Outcome #3

Use effective communication as a member of the healthcare team.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	2	39	Sections: 2 Students: 39	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 5 PT: 0	Y

Artifacts: HESI Exit Examination

NCLEX-PN Categories				
Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
Psychosocial Integrity-PB	9	3	6	4
Psychosocial Integrity-SIK	12	0	1	4

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Psychosocial Integrity				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass

the NCLEX-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

Program Outcome #3: Use effective communication as a member of the healthcare team.

Assessment Result

- Psychosocial Integrity:
 - 45% of students achieved Level III or higher in Poplar Bluff
 - 29% of students achieved Level III or higher in Sikeston

Analysis:

In 2020, the program moved away from the ATI Comprehensive Predictor Examination to the HESI Comprehensive Examination. For comparative purposes, the program looked at the percentage of students achieving Level III or higher in each program outcome.

In the 2020 cohorts, 39% of Poplar Bluff and 53% of Sikeston students achieved Level III or higher in the Psychosocial Integrity category compared to the 2021 cohorts where 45% of Poplar Bluff and 29% of Sikeston students achieved Level III or higher.

The faculty attribute this performance to the fact that the 2020 cohort and 2021 cohort were taught differently due to Covid. There is not enough data to adequately determine a correlation.

Use of Results for Improvement:

Based on the experiences with the 2021 cohorts, the program has decided not to make any curriculum or programmatic changes. The program identified the following priorities for the 2022 cohorts: increase psychosocial concepts throughout the curriculum, add psychosocial concepts to simulations, and add psychosocial concepts to tests throughout the curriculum.

Program Outcome #4

Demonstrate safe, effective nursing care within the scope of practice for the practical nurse while maintaining legal/ethical standards.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	2	39	Sections: 2 Students: 39	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 5 PT: 0	Y
PNRS 117	IV Therapy	2	54	Sections: 2 Students: 54	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y
PNRS 126	Pharmacology	2	50	Sections: 2 Students: 50	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 2 PT: 0	Y

Artifacts: HESI Exit Examination

NCLEX-PN Categories				
Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
Coordinated Care-PB	5	1	6	10
Coordinated Care-SIK	6	0	2	9
Pharmacological Therapies-PB	2	1	2	17
Pharmacological Therapies-SIK	6	1	3	7

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Coordinated Care				
Pharmacological Therapies				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

Artifact: IV Therapy Final Exam

80% is minimum score in order to proceed in the program with a maximum of 3 attempts allowed. Achieving Mastery would mean scoring the 80% minimum on the 1st attempt.

IV Therapy Final Exam				
Course	No Evidence Did not achieve 80% minimum	Novice 3 rd Attempt >80%	Competent 2 nd Attempt >80%	Mastery 1 st Attempt >80%
IV Therapy	0			54

Artifact: Pharmacology Class Retention

Course	Unsuccessful*	Successful
Pharmacology	2	48

Unsuccessful includes withdrawals related to other classes as faculty identified students struggled to balance the rigor of the Pharmacology class against other classes, which further contributed to a difficult to identify but lowered success rate in other classes.

Program Outcome #4: Demonstrate safe, effective nursing care within the scope of practice for the practical nurse while maintaining legal/ethical standards.

Assessment Result

- Coordinated Care:
 - 72.7% of students achieved Level III or higher in Poplar Bluff
 - 64.7% of student achieved Level III or higher in Sikeston
- Pharmacological Therapies:
 - 86% of students achieved Level III or higher in Poplar Bluff
 - 58.8% of students achieved Level III or higher in Sikeston
- IV Therapy Final Examination
 - 100% of students passed the IV Therapy Examination on the first attempt
- Pharmacology Class Retention:
 - 96% of students successfully passed the Pharmacology course.

Analysis:

In the 2020 cohorts, 77% of Poplar Bluff and 60% of Sikeston students achieved Level III or higher in the Coordinated Care category compared to the 2021 cohorts, 72.7% of Poplar Bluff and 64.7% of Sikeston students achieved Level III or higher.

In the 2020 cohorts, 83% of Poplar Bluff and 46.6% of Sikeston students achieved Level III or higher the Pharmacological Therapies category compared to the 2021 cohorts, 86% of Poplar Bluff and 58.8% of Sikeston achieved Level III or higher.

In the 2020 cohorts, 74.5% of students passed the IV Therapy Examination on the first attempt compared to the 2021 cohorts where 100% of students passed on the first attempt.

In the 2020 cohort, 68% of students passed the Pharmacology course compared to the 2021 cohort where 96% of students successfully passed the Pharmacology course.

Use of Results for Improvement:

Based on the experiences with the 2021 LPN cohorts, the program has decided not to make any curriculum or programmatic changes. The program identified the following priorities for the 2022 cohorts: expose students to more computerized testing through their adaptive quizzes available from Elsevier, add more critical thinking components to lab and classroom activities, increase psychosocial concepts throughout the curriculum, add psychosocial concepts to simulations, and increase critical thinking during clinical post-conference with different activities.

Program Outcome #5

Discover strategies to promote personal success.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	2	39	Sections: 2 Students: 39	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 5 PT: 0	Y

Artifacts: HESI Exit Examination

Overall Performance				
Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
Total Score-PB	1	1	10	10
Total Score-SIK	3	1	11	2

Artifact: NCLEX-PN Examination Results

Course	Unsuccessful	Successful*
Total Score		

*First time pass rate

Program Outcome #5: Discover strategies to promote personal success.

Assessment Result

- HESI Exit Examination Overall Score
 - 90.9% of students achieved Level III or higher in the Poplar Bluff cohort
 - 76.4% of students achieved Level III or higher in the Sikeston cohort
- NCLEX-PN Examination results are pending

Analysis:

The program moved from the ATI Predictor Examination to the HESI Exit Examination.

More detailed data is available to the program. The program also changed from the Nursing

Education Consultants NCLEX-PN live review course to the Hurst NCLEX-PN live review course. The predictor examination was given before the NCLEX-PN live review course based on timing issues. The faculty have identified that the HESI Exit Examination should follow the Hurst NCLEX-PN live review course. Faculty have also identified student weakness in computerized testing and will begin to incorporate a timed computerized test at the end of every course as a final review. This will expose students to more computerized testing and NCLEX-PN style questions. All of the above changes are pending NCLEX-PN results and data for comparison.

The clinical experience impact did not allow students an opportunity to apply their cognitive knowledge in a clinical setting.

Additionally, both the Poplar Bluff and Sikeston program started the 2021 cohort with just 2 faculty members in each location.

Use of Results for Improvement:

Based on the experiences with the 2020 LPN cohorts, the program has decided not to make any curriculum or programmatic changes. The program identified the following priorities for the 2022 cohorts: expose students to more computerized testing through their adaptive quizzes available from Elsevier, add more critical thinking components to lab and classroom activities, increase psychosocial concepts throughout the curriculum, add psychosocial concepts to simulations, and increase critical thinking during clinical post-conference with different activities.

Additionally, the program will incorporate NCLEX style questions into each lesson lecture, incorporate drug cards and information throughout the program to increase pharmacology

knowledge, and improve the program's use of computerized adaptive quizzing. The adaptive quizzing in Fundamentals of nursing will no longer be graded as a completion grade, but the score received on the lesson quizzes will be recorded. Students have verbalized in the past that they do not take the quizzes seriously when they are only graded for completing the quiz. Students have also verbalized that they would share correct answers with one another. The faculty will create an adaptive quiz to be utilized as a final review using the classroom laptops to simulate a testing style similar to the NCLEX-PN. Students will be graded on a sliding scale based on the score achieved on final review quiz. Students not meeting the benchmark will be placed in a remediation contract and will work with instructors to develop better study skills and better test taking strategies.

Program Outcome #6

Apply basic knowledge of mathematics; anatomy and physiology; and human growth and development to the practical nurse role.

Course Number	Course Name	Total Sections Utilized	Total Students Scored	Face to Face (F2F) Sections and Students	Online Sections and Students	Dual Credit Sections and Students	Number of FT and PT faculty Involved	Were all sections of this course involved?
PNRS 128	Leadership	2	39	Sections: 2 Students: 39	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 5 PT: 0	Y
PNRS 115	Fundamentals	2	53	Sections: 2 Students: 53	Sections: 0 Students: 0	Sections: 0 Students: 0	FT: 5 PT: 0	Y

Artifacts: HESI Exit Examination

NCLEX-PN Categories				
Course	Level I 000-799	Level II 800-849	Level III 850-1000	Level IV >1000
Pharmacological Therapies -PB	2	1	2	17
Pharmacological Therapies-SIK	6	1	3	7
Physiological Adaptation-PB	2	1	2	17
Physiological Adaptation-SIK	3	1	2	11
Health Promotion and Maintenance-PB	10	1	2	9
Health Promotion and Maintenance-SIK	10	0	4	3

Artifact: NCLEX-PN Examination Results

NCLEX-PN Categories				
Course	No Evidence 0-30	Novice 31-49	Competent 50-65	Mastery >65%
Pharmacological Therapies				
Physiological Adaptation				
Health Promotion and Maintenance				

This data is represented as a percentile rank on the Mountain Measurement report. According to the report, students scoring at the 50th percentile or higher are likely to pass the NCLEX-PN, the program used the 50th percentile as the cut-off mark for competency in each NCLEX-PN category.

Artifact: Fundamentals Dosage Calculation Exam

80% is minimum score in order to proceed in the program with a maximum of three attempts allowed. Achieving Mastery would mean scoring the 80% minimum on the first attempt.

Dosage Calculation Examination				
Course	No Evidence Did not achieve 80% minimum	Novice 3 rd Attempt >80%	Competent 2 nd Attempt >80%	Mastery 1 st Attempt >80%
Fundamentals	0	0	8	45

Program Outcome #6: Apply basic knowledge of mathematics; anatomy and physiology; and human growth and development to the practical nurse role.

Assessment Result

- Pharmacological Therapies:
 - 86% of students achieved Level III or higher in Poplar Bluff
 - 58.8% of students achieved Level III or higher in Sikeston
- Physiological Adaptation:
 - 86% of students achieved Level III or higher in Poplar Bluff
 - 76.4% of students achieved Level III or higher in Sikeston
- Health Promotion and Maintenance:
 - 50% of students achieved Level III or higher in Poplar Bluff
 - 41% of students achieved Level III or higher in Sikeston

Analysis:

In the 2020 cohorts, 83% of Poplar Bluff and 46.6% of Sikeston students achieved Level III or higher in the Pharmacological Therapies category compared to the 2021 cohorts, 86% of Poplar Bluff and 58.8% of Sikeston achieved Level III or higher.

In the 2020 cohorts, 67% of students in both Poplar Bluff and Sikeston achieved a Level III or higher in the Physiological Adaptation category compared to 2021 cohorts, 86% of Poplar Bluff and 76% of Sikeston achieved a Level III or higher.

The faculty attribute the increase in scores to the fact that the 2021 cohort developed better study skills and test taking strategies in the second and third blocks of the program where these concepts are taught.

In the 2020 cohort, 61% of Poplar Bluff and 73% of Sikeston of the students achieved Level III or higher in the Health Promotion and Maintenance category compared to the 2021 cohorts where 50% of Poplar Bluff and 41% of Sikeston students achieved Level III or higher.

The faculty attribute the decline to a lack of patient experiences in out-patient clinics where students did not have an opportunity to participate as fully as students were able to prior to the COVID-19 pandemic.

In the 2020 cohorts, 84% of the students passed the Dosage Calculation examination on the first attempt whereas in the 2021 cohorts, 85% passed on the first attempt, and the remainder of students passed on the second attempt.

Use of Results for Improvement:

Based on the experiences with the 2020 LPN cohorts, the program has decided not to make any curriculum or programmatic changes. The program identified the following priorities for the 2022 cohorts: expose students to more computerized testing through their adaptive quizzes available from Elsevier, add more critical thinking components to lab and classroom activities, increase psychosocial concepts throughout the curriculum, add psychosocial concepts to simulations, and increase critical thinking during clinical post-conference with different activities.

Summary of Results

HESI Exit Examination Performance:

- Safety and Infection Control:
 - 81.8% of students achieved Level III or higher in Poplar Bluff
 - 35% of students achieved Level III or higher in Sikeston
- Health Promotion and Maintenance:
 - 50% of students achieved Level III or higher in Poplar Bluff
 - 41% of students achieved Level III or higher in Sikeston
- Psychosocial Integrity:
 - 45% of students achieved Level III or higher in Poplar Bluff
 - 29% of students achieved Level III or higher in Sikeston
- Basic Care and Comfort:
 - 50% of students achieved Level III or higher in Poplar Bluff
 - 35% of students achieved Level III or higher in Sikeston
- Physiological Adaptation:
 - 86% of students achieved Level III or higher in Poplar Bluff
 - 76.4% of students achieved Level III or higher in Sikeston
- Reduction of Risk Potential:
 - 81.8% of students achieved Level III or higher in Poplar Bluff
 - 70.5% of students achieved Level III or higher in Sikeston
- Coordinated Care:
 - 72.7% of students achieved Level III or higher in Poplar Bluff
 - 64.7% of student achieved Level III or higher in Sikeston
- Pharmacological Therapies:
 - 86% of students achieved Level III or higher in Poplar Bluff
 - 58.8% of students achieved Level III or higher in Sikeston
- HESI Exit Examination Overall Score
 - 90.9% of students achieved Level III or higher in the Poplar Bluff cohort
 - 76.4% of students achieved Level III or higher in the Sikeston cohort

Additional Data Points:

- IV Therapy Final Examination
 - 100% of students passed the IV Therapy Examination on the first attempt
- Pharmacology Class Retention:
 - 48/50=96% of students successfully passed the Pharmacology course

Summary of Analysis

Are there any anomalies in the results that were noticed?

The program identified that the results overall were consistent with 2020 data. The program is not certain which of the variables, i.e. lack of computerized testing, decreased clinical opportunities, number of faculty available, may have contributed to this result. The program will review the data in comparison to the NCLEX-PN data (available May 2022) for this cohort to determine its reliability. The faculty have deferred any program or curricular changes for the 2021 cohort based on the significant variables identified in 2021.

Did the data that you collected and organized provide enough detailed information for the program faculty to make changes or to be confident that no changes were needed?

The program does not feel that with all of the variables present for the 2021 cohort that curriculum or program changes should be made. The program will wait for additional data including the 2021 cohort's NCLEX-PN results and 2022 cohort's SLO data before any further changes will be made.

Were there any patterns in the data observed?

The faculty observed that a large number of students scored in Level I and II in the 2021 data. This is consistent with the 2020 cohort's performance. The faculty believe that the variable of available faculty for 2021 should be considered when reviewing this data.

Use of Results for Improvement

The program faculty previously have identified a large number of variables that could have impacted the 2020 student learning. Based on the uncertainty provided by the 2020 data, the faculty are deferring any curriculum or programmatic changes for the 2021 cohort. The faculty has identified instructional method changes that will be implemented for the 2021 cohort.

What improvements or changes have been planned for the program as a result of this assessment and why do you expect that they will improve learning?

Based on the experiences with the 2020 LPN cohorts, the program has decided not to make any curriculum or programmatic changes. The program identified the following priorities for the 2021 cohorts: remaining in a face-to-face learning modality, implementing the use of HonorLock should the College go back to a virtual environment to continue to expose and evaluate students on NCLEX-PN style questions, make classroom lecture time mandatory via Zoom if the College goes back to a virtual environment, using projects that were developed in 2020 for virtual learning in the classroom to increase students' critical thinking abilities, and implement strategies for improving learning learned from the virtual Organization for Associate Degree Nursing programs conference attended in December 2020.

Additionally, the program will incorporate NCLEX style questions into each lesson lecture, incorporate drug cards and information throughout the program to increase pharmacology knowledge, and improve the program's use of computer adaptive quizzing.

What is the proposed timeline for the changes outlined above?

All changes mentioned above will be implemented with the spring 2021 cohorts.